Building the Sloan-C Community

Pillars, Listserv, Journal, Publications, Conferences, Workshops, Communities online and Wikis....
Outline

- The Sloan-C Pillars (a very rapid overview)
- Knowledge sharing at Sloan-C
- Available resources
  - Listservs, mailings, website, elluminate, moodle, community site
- The Sloan-C Effective Practice Wiki
  - What is a Wiki?
  - Why use in higher education?
    - Student example, faculty examples
    - Content management
  - What can the HBCU community do with a wiki?
  - Making the wiki work. How we are moving forward with the Sloan-C Effective Practice Wiki
- Possible next steps for HBCU community building
The Sloan-C Pillars
History of the Pillars

• In 1996, Frank Mayadas recognized that Learning Effectiveness was a key pillar, but wanted to get high quality with SCALE.
  - He created the 4 pillars that related LE to Scale: Learning effectiveness, faculty satisfaction, cost effectiveness and access.
  - Subsequently, student satisfaction was added as well.
  - SCALE (in terms of reaching more people) has always been a factor in the Sloan-C viewpoint.
Elements of Quality: The Sloan-C™ Framework
Learning Effectiveness

- Interaction among instructors, classmates, content, and interface is crucial and takes various forms.
- Metrics compare online and traditional courses.
- Online course design takes advantage of capabilities of the medium to improve learning (testing, discussion, materials).
- Courses are instructor led.
- Communications and community building are emphasized.
- Swift trust characterizes the online learning community.
- Distinctive characteristics of programs are highlighted to demonstrate improved learning.
- On-campus and online instruction achieve comparable learning outcomes, and the institution ensures the quality of learning in both modes by tracking instructional methods, student constituencies, and class size.
## Example metrics for LE

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Measure</th>
<th>Progress</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role adjustment for online learning success</td>
<td>Full range of online services; proactive outreach; peer support</td>
<td>Number of access ‘hits’ Improved retention/ completion rates</td>
<td>Illinois Virtual College Online Student Resource Center (IVC) eArmyU Mercy College</td>
</tr>
<tr>
<td>Interaction</td>
<td>Increasing learner control and choice</td>
<td>Flexible enrollment/ completion dates</td>
<td>Washington State University Empire State College</td>
</tr>
<tr>
<td>Social teaching and cognitive presence</td>
<td>Assessing expectations; introductions; collaborative discussions</td>
<td>Clear expectations for better outcomes</td>
<td>Florida State University Mercy College Herkimer County Community College</td>
</tr>
<tr>
<td>Assessment, research, evaluation</td>
<td>Evaluation of content, learning, delivery support, usability, technology</td>
<td>Integrated assessment for courses, overall program and post-program career impacts Holistic, automated, and embedded assessments</td>
<td>Michigan State University University of Wisconsin-Madison Massachusetts Institute of Technology</td>
</tr>
<tr>
<td>Technology</td>
<td>Technology to improve communication and builds skills and knowledge</td>
<td>Self-directed tutorials, reusable learning objects, real-time case studies, multi-institutional courses, online labs</td>
<td>Rio Salado College Riverside Community College Stanford University Indiana University</td>
</tr>
</tbody>
</table>
Cost Effectiveness

- Cost effectiveness models are tuned to institutional goals.
- Tuition and fees reflect cost of services delivery.
- Scalability, if an institutional objective, can be accommodated.
- Partnering and resource sharing are institutional strategies for reducing costs.
- Mission-based strategies for cost reduction are continuously formulated and tested.
- Intellectual property policies encourage cost-effective strategies.
# Example metrics for CE

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Measure</th>
<th>Progress</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnerships to leverage costs and benefits to the institution</td>
<td>Maximize resources for students Reduce costs for institutions</td>
<td>Increased choices for students and reduced costs for institutions through shared online services Resource sharing (74.5M cost avoidance) “Real world” collaborative case studies at multiple institutions (est. 50% cost savings)</td>
<td>The Colorado Community Colleges Online The Virtual Library of Virginia University of Massachusetts et al.</td>
</tr>
<tr>
<td>Cost reduction</td>
<td>Lower instructional expenses while holding student enrollments steady</td>
<td>Cost reduction per student from $31 to $105 while enrollments remained constant or increased</td>
<td>The Pennsylvania State University University at Buffalo (SUNY)</td>
</tr>
<tr>
<td>Cost containment</td>
<td>Increase enrollments without additional expense Reduce rented space needs by utilizing classroom space more efficiently</td>
<td>Increase section size, reallocate faculty time across section, add assistant Mixed delivery model combines f2f and online class sessions</td>
<td>IUPUI Rio Salado U. Southern Maine U. Central Florida</td>
</tr>
<tr>
<td>Course redesign</td>
<td>Reduce faculty time via automations, assessments and administrative support</td>
<td>Automated process reduce faculty time and generates tests more quickly Eliminate duplicative efforts and streamline design process</td>
<td>U. Wisconsin-Madison The Pennsylvania State University VA Tech</td>
</tr>
</tbody>
</table>
Access

• Courses that students want are available when they want them.
• Connectivity to multiple opportunities for learning and service is provided
• Diverse learning abilities are provided for (at-risk, disabilities, expert learners).
• The reliability and functionality of delivery mechanisms are continuously evaluated.
• Learner-centered courseware is provided.
• Feedback from learners is taken seriously and used for continuous improvement.
## Example metrics for Access

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Measure</th>
<th>Progress</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better prepared students</td>
<td>Online tutorials with key concepts and discussion points to increase student participation</td>
<td>Tutorials provide consistency in the presentation of key concepts and provided opportunity for more efficient time usage</td>
<td>VA Tech</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>U Wisconsin-Madison</td>
</tr>
<tr>
<td>Online support services</td>
<td>24/7 support services enable continuous access</td>
<td>Online forms, calendars, resources, advising, transcripts, degree tracking, financial aid, libraries and tutorials save time, travel, costs for busy students</td>
<td>eArmyU</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kentucky Virtual University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Community College of Baltimore</td>
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<td></td>
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<td></td>
<td>Saint Leo University</td>
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<td></td>
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<td></td>
<td>University of Phoenix</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pace University</td>
</tr>
<tr>
<td>Distributed classrooms</td>
<td>Niche degrees for special populations of students</td>
<td>Specialized degree programs are sustained by students at a distance from campus</td>
<td>NOAA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stevens Institute of Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Creighton University</td>
</tr>
</tbody>
</table>
Faculty Satisfaction

- Faculty contribute to and benefit from online teaching.
- Faculty satisfaction metrics show improvement over time.
- Faculty are rewarded for teaching online and for conducting research about improving teaching online.
- Sharing of faculty experiences, practices, and knowledge about online learning is part of the institutional knowledge-sharing structure.
- There is parity in workload between classroom and online teaching.
- Significant technical support and training are provided by the institution.
## Example metrics for FS

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Measure</th>
<th>Progress</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community research, collaboration and networking</td>
<td>Professional recognition and reward for innovation in teaching, service, research</td>
<td>Online training, Best practice sharing, Collaboration, Mentorships, fellowships</td>
<td>California State University, Chico</td>
</tr>
<tr>
<td></td>
<td>Professional development</td>
<td>Rewards for teaching, Higher satisfaction levels, Training</td>
<td>University of Massachusetts Lowell, Maryland Faculty Online</td>
</tr>
<tr>
<td>Ongoing research and publication</td>
<td>Faculty feedback and collaboration</td>
<td>Guiding principles, Improved satisfaction, Growth in online teaching</td>
<td>Boise State University, North Carolina State University, Monroe Community College, State University of New York Learning Network</td>
</tr>
<tr>
<td>Technology for workload management, peer review and resource exchange</td>
<td>Shareable and replicable practices and resources</td>
<td>Peer review of course materials, Computer assisted creation of quizzes, assignments, exams</td>
<td>Indiana Partnership for Statewide Education, Greater Detroit Area Partnership for Training, The Pennsylvania State University World Campus, Auburn University Indiana, MERLOT, LON-CAPA</td>
</tr>
</tbody>
</table>
Student Satisfaction

• Discussion and interaction with instructors and peers is satisfactory.
• Actual learning experiences match expectations.
• Satisfaction with services (advising, registration, access to materials) is at least as good as on the traditional campus.
• Orientation for online learning is satisfactory.
• Outcomes are useful for career, professional, and academic development.
# Example metrics for SS

## Indicator | Measure | Progress | Source
--- | --- | --- | ---
Learning community | Learner engagement in ongoing studies | Longitudinal studies of student satisfaction and reported learning, interaction, learning community formation, and more. Community website | State University of New York Learning Network University of Massachusetts Lowell The Pennsylvania State University World Campus

Orientation and welcome | Preparation and early success | Orientation to school and to online learning Welcome to subject and course Proactive academic advising | Berkeley College Frederick Community College Rochester Institute of Technology

Satisfactory experience | Continuous assessment and feedback | Students perceive that their learning is on a par with traditional modes and that the programs provide what they desire. | Pace University Stevens WebCampus Embry Riddle Aeronautical U. 
Knowledge sharing at Sloan-C

- Listserv (daily) – sign up at www.sloan-c.org
- JALN – the journal of asynchronous learning networks. 3 to 5 issues a year
- Sloan-C View (once per month)
- Sloan-C Now (once per month)
- Conference (once per year)
- Meetings (blended, corporate, minority, local)
- Workshops online (once per week)
  - Pricing: deep discounts for Premium members/College Pass
- Working with other organizations: eArmyU, Ray’s Blog, elearnopedia (ADL-colab)
- Sloan-C Effective Practices Wiki (announcing today)
Over 8000 enrollments in 1345 courses offered at 158 institutions.
OUR MISSION:
The purpose of the Sloan Consortium (Sloan-C) is to help learning organizations continually improve quality, scale, and breadth of their online programs; 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.

WHAT WE DO:
Sloan-C maintains a catalog of degree and certificate programs offered by a wide range of regionally accredited member institutions, consortia, and industry partners; provides speakers and consultants to help institutions learn about online methodologies; hosts conferences and workshops to help implement and improve online programs; publishes the Sloan-C View, the Journal of Asynchronous Learning Networks (JALN), and annual volumes of applied research studies; and conducts research, annual surveys on online learning, and forums to inform academic, government, and private sector audiences.

Upcoming Events
The 12th Sloan-C International Conference on Asynchronous Learning Networks
November 8 - 10, 2006

May 7 - 9: The Sloan-C Workshop on Blended Learning and Higher Education (Hosted by the University of Illinois at Chicago)

The next three workshops in the Sloan-C workshop series address topics such as identifying ways for growth in online education, mapping the business models of the online industry, and converting potential students and retaining them.

May 17 - 20: Opportunities for Growth in Online Education

May 19 - June 9: Identifying Successful Business Strategies for Online Programs

June 14 - 23: Using Research to Teach Adults Effectively

JOIN SLOAN-C:
Sloan-C provides two levels of membership: the Sloan-C Free Membership provides access to web-based resources along with discounts on workshops and publications. The Sloan-C Premium Membership provides even greater access to the newest thinking in online learning.

Stay in Touch:
Join more than 20,000 online educators on the Sloan-C list and get access to the Sloan-C View, key research and information about online learning, and upcoming events for online educators.

enter your name  enter your email  Join List
Sloan-C Catalog

The Sloan Consortium Catalog is a compilation of high quality online degree and certification programs offered by regionally accredited universities, colleges, and community colleges who are members of the Sloan Consortium. Membership in the consortium is automatic for an institution that has received grant support from the Alfred P. Sloan Foundation to teach and give degrees over the internet. Other institutions become members through a peer review process. Each degree is offered through online courses.

Online learners access course materials at a web site and are supported by a professor and by classmates online. The Sloan Consortium members to date have given well over 100,000 course units in this effective method of instruction. You can search the Catalog by discipline, by type of degree or certification, or by institution. You can also customize your search by using the pull-down options.

Browse the catalog for programs sorted by:

885 programs are listed in the Sloan-C catalog.

- Discipline Area
- Credential (Degree or Certificate)
- Institution
- US State

Or

Customize Your Search

Fill out any or all fields:

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>All</td>
</tr>
<tr>
<td>Discipline Area</td>
<td>All</td>
</tr>
<tr>
<td>Degree</td>
<td>All</td>
</tr>
<tr>
<td>Keyword</td>
<td></td>
</tr>
</tbody>
</table>

Search Catalog

Add your programs

Please log in to access the program submission pages. If you are already a certified provider (and logged in), you will see menus for adding and updating your programs. Otherwise, please register as a program director by completing this short form.
The intention of the Sloan-C View is to provide you with useful information about online learning, commentaries about the field and pointers to more details about the work of the Sloan Consortium. The Consortium currently has approximately 1410 active organizational members, including colleges, universities, in a downloadable Acrobat PDF format. Sign up to receive Sloan-C View announcements for free.

The Journal of Asynchronous Learning Networks is to describe original work in asynchronous learning networks (ALN), including experimental results. The Journal adheres to traditional standards of review and authors are encouraged to provide quantitative data; currently JALN’s acceptance rate is be accepted. Papers useful to administrators are welcome. The initial objective of the Journal is to establish ALN as a field by publishing articles from authoritative and reliable sources. Ultimately, the objective of the Journal is to be the central resource for knowledge about ALN.

The Sloan Consortium Series of books on online education are based on collaborative Sloan Consortium workshops of invited educators, convened by the Alfred P. Sloan Foundation. These peer-reviewed case studies present a wealth of inside information about the strategies successful programs are using to improve learning effectiveness, cost effectiveness, access, and student and faculty satisfaction. These elements of quality constitute the mission of the Sloan Consortium: to make education a part of everyday life, accessible and affordable for anyone, anywhere, at any time, in a wide variety of disciplines.

The Workshop Companion Publications are publications that are recommended by Sloan-C to augment the various workshops that we offer. They also provide a convenient reference and permanent record for you and your colleagues. Some of the publications have been created specifically for the workshops, while others are great research publications that Sloan-C has published over the years. These recommendations are updated every year when the new annual workshop schedule is released.

The ALN Magazine was devoted to topics in ALN that did not fall in the traditional journal format. These topics included reports of uses of technology, experiences with ALN courses, reports of activities on various campuses or in industry and summaries of ALN activities (e.g., the reports from ALNTalk). The aim was to make the ALN Magazine a more news and method-oriented publication rather than a formal journal. The ALN Magazine is not longer published, but the archives continue to be available.
Over Two Million Students taking Courses Online

- Over 1.6 million students took at least one online course in Fall 2002.
- Over one-third (578,000) took all of their courses online.
- Among all U.S. higher education students in Fall 2002, 11% took at least one online course.

Number of Students Taking at Least One Online Course

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported for Fall 2002:</td>
<td>1,602,970</td>
</tr>
<tr>
<td>Predicted Spring 2003 for Fall 2003:</td>
<td>1,920,734</td>
</tr>
<tr>
<td>Reported for Fall 2003:</td>
<td>1,971,397</td>
</tr>
<tr>
<td>Predicted Spring 2004 for Fall 2004:</td>
<td>2,634,189</td>
</tr>
<tr>
<td>Reported for Fall 2004:</td>
<td>2,329,783</td>
</tr>
</tbody>
</table>
Summary of 2004 findings

- 2/3 of all schools offering face-to-face offer online courses. 40% of schools offer Master’s programs online.

- Business programs have highest penetration – 43%

- Growth from last year was 18.2% (10x overall student growth)

- Schools increasingly see online as a key strategy
Annual Conference

- Orlando, Florida
- November 8-10, 2006
- Projected: 800 attendees
The 2006 Summer ALN Workshop:
“Impacts from ALN”

1. The impact of ALN on faculty, students and institutional structure
   - This session examines the workshop with an emphasis on the impact of ALN on faculty, students and institutional structures.
   - Impact on faculty, students & institutional structure

2. Research about online students, faculty and Institutions
   - What is known about research on student, faculty and institutional change and which topics need investigation to achieve the highest impact in each area?
   - Research about online students, faculty & Institutions

3. Localness and blended approaches to ALN
   - How local and blended strategies can impact institutions, faculty and students.
   - Localness and blended approaches

4. Emergency and pervasive ALN (E-ALN)
   - What have we learned from the Sloan Semester? What do Sloan-C institutions need to do to prepare for emergencies?
   - Emergency and pervasive ALN

5. Research collaboratives
   - for development during and after the workshop sessions

6. Leadership institute
   - for development during and after the workshop sessions

7. Faculty training
   - for development during and after the workshop sessions

8. Minority institutions
   - for development during and after the workshop sessions
The Sloan-C Listserv

• **Example recent topics**
  - Faculty development
  - New technologies – e.g podcasting
  - Student evaluation
  - News
  - Learning methods
  - Policy issues

• **sloan-c@listserver.sloan-c.org**
  - Need to be a member to access
    • Join at Sloan-C.org
    • Or, contact Martine.Dawant@sloan-c.org
Sloan-C Listserv – a benefit of joining

• Reason for joining is to get emails each day about current issues in online learning

• Free members can access signing up for listserv
  – There is an email list (you can join without being a free member) on the front page of www.sloan-c.org.
  – To become a free member go to www.sloan-c.org and select join.
  – Then, login and access “free member page” to join listserv of practitioners who discuss ALN issues daily.

• Summary:
  – Two lists: one large for information being emailed to you (front page of www.sloan-c.org); the other for discussions – go to free member page to join.
Elluminate – a synchronous and online discussion tool provided to Sloan-C by the vendor.

Opportunity for HBCUs to engage in research.
Welcome
What can you do with Elluminate?

- Provide live classes to remote students
- Merge with asynchronous text discussions
- Archive lectures for asynchronous viewing
- Broadcast this workshop live to others
- Get your own copy free for use in a class for the purpose of doing research
  - Elluminate/Sloan-C research proposal
Building Community Activities

Workshops

(over 1000 participants this year)
PDAs: Revolutionizing the Way We Learn and Teach - Kimberly McDonough and Zane L. Berge Ph.D., TOJDE

?Buzz, Ring, Beep, Vibrate? are all common sounds now radiating from college campuses. Gone are the days where students walk to class chatting and making eye contact with fellow students. Now more than likely most are talking to someone else on their mo

School of the net - the Age
An online learning tool enhances, rather than replaces, the conventional classroom. Harriet Alexander reports. The emergence of e-resources may kill off the textbook, but it is not yet time to deliver the last rites to the classroom. Rather, the class

FHSU's Science, Mathematics Center to launch Podcast Series
Fort Hays State University's Science and Mathematics Center is to host the first podcast in the science, mathematics and technology series of Western Kansas. "Podcast is a new program designed to inform the community about various scientific and technolog

Online: Crossroads alternative - LAURA TOEDE, Billings Gazette
If the Billings School Board decides to close Crossroads Alternative High School, trustees plan to plug potential dropouts into the NovaNET program, an online, distance-learning curriculum

Course categories

Workshops/Seminars 24
Tutorials 3
Special Interest Groups 4
Sloan-C JALN Editors 1

Search courses

Login
Username: jbourne
Password: ********
Login
Create new account
Lost password?

Course Menu
Home
Control Panel
Gradebook
Calendar
Show All Sections
Online workshops

• Provide 10 to 15 per year
• From beginners to more advanced
• Registration fee supports the workshops
Courses

2005 June Copyright Compliance
2006 April Cognitive Collaborative
2006 April Interinstitutional Collaboration
2006 April Moving the Laboratory Online
2006 April Transformative Curriculum Development
2006 February Copyright Compliance
2006 March Assessing (& Encouraging) Collaboration
2006 May: Identifying Successful Business Strategies for Online Programs
2006 May: Opportunities for Growth in Online Education
2006 November Copyright Compliance
2006 Summer ALN Workshop
Blended Workshop
For Premium Members
Identifying Successful Business Strategies for Online Learning
International eLearning
Learning Effectiveness
Marketing Online Programs in Higher Education (July 20-July 29, 2005)
NUTN/Sloan-C Project Collaboration
Online Course Development for Beginners
Podcasting 101
Welcome to the Sloan-C Online Workshop Series: Moving the Laboratory Online: Practical Techniques for Utilizing Remote Instrumentation to Enhance Science Education

Join Devon Cancilla, Western Washington University, Simon Albon, University of British Columbia, along with leading experts in the field in this workshop as they explore the use of remote instrumentation in an online learning environment.

To quickly jump to a workshop topic, click on the topic name in the workshop <Course Menu> box located on the top, left side of this main, Moodle screen. See 'Workshop Schedule at a Glance' located on the top, right side of this main, Moodle screen for an overview of all activities. For latest workshop news, click on the News Forum below.

Moodle and Elluminate Live™

Learn how to navigate Moodle, our workshop learning management system, and download Elluminate Live™, our web conferencing tool for the live, synchronous session on Friday, April 28th at 2pm ET.

Live, synchronous Q&A with your workshop facilitators via Elluminate Live!

After Friday, April 28th, 3pm ET
Listen to recording...
Online Workshops at Sloan-C

- April 12-24: Assessment practices
- April 19-28: Laboratories online
- May 17-26: Opportunities for Growth
- May 24-June 9: Business Strategies (institutional)
- June 14-23: Turning leads into students (marketing)
- June 21-30: Scaling institutional capability to meet growth
- July 5-21: The “quality matters” rubric
- Sept 6-15: Student success methods (retention)
- Sept 20-29: Community colleges
- Sept 27-29: Course development for beginners
- Oct 18-27: Copyright compliance
Premium Membership/College Pass

$1995 for 15 seats in 15 workshops (introductory price)
- Premium membership included
  - Discount at annual conference $45/person
- 2007 price is $3495
- 8 workshops remaining in 2006; for remaining workshops $15/person (usually $295)
- For HBCUs, offer system price discount (30%) on premium membership. (premium membership is $645)

- Income funds: workshop facilitators, hardware, software, IT support, workshop coordinator
  - Member price significantly less than full price
  - College pass provides passes to colleges
    - 2007 plan is to provide coupons to colleges to distribute (about $25/coupon)
A new way of providing Effective Practices

The Sloan-C

Effective Practice Wiki
Wiki?

What’s that?
What is a wiki?

• From wikipedia:

• A wiki ([IPA: [ wi .ki ] <wee-kee> or [ wɪ.ki ] <wick-ey>[1]) is a type of website that allows users to easily add, remove, or otherwise edit all content, very quickly and easily, sometimes without the need for registration. This ease of interaction and operation makes a wiki an effective tool for collaborative writing. The term wiki is a shortened form of wiki wiki which is from the native language of Hawaii (Hawaiian), where it is commonly used as an adjective to denote something "quick" or "fast" (Hawaiian dictionary).
What can we use Wikis for?

- Online education
- Community knowledge organization, including community building
Use of Wiki in online education

- Student building materials together.
  - Fits Bransford’s legacy cycle
  - Collaborative writing; media creation
  - Collaborative organization
- Good for:
  - Group organization, pictures
  - Idea generation
  - Shared writing: e.g. shared business plan, shared research paper, shared decision making
  - I have used in entrepreneurship classes fairly extensively in blended experiences (students use the wiki outside of class)
Start - repeat - repeat -

Feedback

Present to Readers;

Present using Elluminate, Breeze.

Pose the challenge on the wiki

Post the first thoughts And organize together

Provide resources: e.g. Wikipedia is a good example

The Legacy Cycle

- The Challenge
- Go Public
- Your Initial Thoughts
- Perspectives & Resources
- Self-Assessment
Using Wikis for knowledge sharing

First specific target is Effective Practices
Sloan-C Effective Practices

• **Objective:**
  - Collect practices and provide to membership
  - Ultimately, measure impact of EPs on advancing the field

• **History**
  - Collected practices during last 3 years
  - On Sloan-C website; however, not as well-used as we would like

• **New approach**
  - Our most recent concept is to provide an interactive, indexed, searchable site open to all, which has community features (discussion, adding practices) including:
    • Awards
    • Vigilant editors to help organize
Effective Practices

Welcome to the Sloan-C wiki for sharing what we believe, know, and need to know about the impact of effective practices in online learning. Online education impacts Sloan-C's goal: access to learning that is high in quality, affordable, and satisfactory to learners and to providers. To achieve this goal, a framework of five guiding principles known as the pillars—learning effectiveness, cost effectiveness and institutional commitment, access, and faculty and student satisfaction—helps communicate how quality, scale and breadth develop.

Practices in each of the pillars relate profoundly to practices in every other pillar. Because the significance of the pillars varies according to local 'context', visitors may consider variables— inputs, processes, outputs, impact— that are unique to their own contexts and purposes. The wiki's current topics reach across the spectrum supported by the pillars to frame discussion and sharing of effective practices. An example of the model is found here: POI Example. You may wish to enter your practices on this model, or on the pillar pages below. After entering on the pages below or on the model - the link will appear on the other, if the names of the categories are same.

You are welcome to join this wiki and contribute; help on how to use a wiki is available. See: User's Guide.

Contents

1 Institutional Frameworks (eligible for Sloan-C Institutional Awards)
2 Sloan-C Effective Practices (eligible for Sloan-C Practice Awards)
   2.1 Institutional Effective Practice Frameworks
   2.2 Learning Effectiveness
   2.3 Cost Effectiveness and Institutional Commitment
   2.4 Access
   2.5 Faculty Satisfaction
The Sloan-C WikiSphere concept

• Effective practice sharing (first example)
• Knowledge organization in other specific communities
• Creating organization of knowledge across multiple topics
  - E.g., journal, view, effective practices, cases, etc.
  - Link to other sources of knowledge
Potential Sloan-C WikiSphere areas

- Effective Practices
- Workshop findings; continuing discussions
- Research; journal synthesis
- HBCUs and Tribal Colleges
- Workforce, training
- Basic knowledge about online learning
- Sloan-C people
- Current events, discussion (can we extract listserv comments)
Effective Practice Wiki

EP Theory (pioneered by Karen Swan, Peter Shea, John Sener, Tana Bishop and Melody Thompson)

- Inputs
- Processes
- Outcomes
- … in each of the five pillar areas
  - Learning effectiveness
  - Cost effectiveness (and institutional commitment)
  - Student Satisfaction
  - Faculty Satisfaction
  - Access
Is the EP Wiki easy to use and change?

- I think so!
  - To use – you just click and read

- To edit:
  - Press edit and make a change

- Our concept to get knowledgeable editors to provide a great framework and continuously organize

- The second concept is to bring more and more people into the editing, organizing fold!
  - This is where you come in!
  - We could, for example have an HBCU moderator that tries to find practices that help HBCUs. (action would be just adding a \[
\text{[[category:HBCU]]}
\] – then other HBCUs good search on these practices and provide comments and discussion)
Welcome to the Sloan-C wiki for sharing what we believe, know, of effective practices in online learning. Online education is learning that is high in quality, affordable, and satisfactory. To achieve this goal, a framework of five guiding principles known as the Sloan-C Pillars helps communicate how quality, scale, and breadth of online education impact. The pillars are: (1) Institutional Frameworks (eligible for Sloan-C Institutional awards), (2) Sloan-C Effective Practices (eligible for Sloan-C Practice Awards), (3) Effective Practice Frameworks, (4) Learning Effectiveness, and (5) Effective Practices and Institutional Commitment.

Practices in each of the pillars relate profoundly to practices in every other pillar. Because the significance of the pillars varies according to local ‘context’, visitors may consider variables—inputs, outcomes, impact—that are unique to their own contexts and purposes. The wiki’s current topics reach across the spectrum supported by the sharing of effective practices. An example of the model is for you to enter your practices on this model, or on the pillar pages below, or on the model – the link will appear on the other pillar pages as well.

You are welcome to join this wiki and contribute; help on how to edit institutional frameworks [eligible for Sloan-C Institutional awards]. If you are entering an institutional quality or following your submission institutional frameworks [eligible for Sloan-C Institutional awards], you are also promising us that you wrote this yourself, or copied it from a public domain source (do not submit copyrighted work without permission).

Effective Practices

Welcome to the Sloan-C wiki for sharing what we believe, know, and need to know about the impact of effective practices in online learning. Online education impacts Sloan-C’s goal: access to learning that is high in quality, affordable, and satisfactory to learners and to providers. To achieve this goal, a framework of five guiding principles known as the pillars—learning effectiveness, cost effectiveness and institutional commitment, access, and faculty and student satisfaction—helps communicate how quality, scale, and breadth develop.

Practices in each of the pillars relate profoundly to practices in every other pillar. Because the significance of the pillars varies according to local ‘context’, visitors may consider variables—inputs, outcomes, impact—that are unique to their own contexts and purposes. The wiki’s current topics reach across the spectrum supported by the sharing of effective practices. An example of the model is found in the Sloan-C pillars. You may wish to enter your practices on this model, or on the pillar pages below. After entering on the pages below on the model the links will appear on the others, if the names of the categories are same.

You are welcome to join this wiki and contribute; help on how to use a wiki is available. See User’s Guide.
Models for HBCU Wikification

- Collect effective practices that work for HBCUs
  - Add an HBCU editor to the EP working group
- Add HBCU practices with subtopic categorization to main EP wiki.
  - Or……
- Create a new wiki just for HBCUs – for example for online education experiments across HBCUs.
Idea for HBCU community building online

• Elluminate grant
  – Connecting Sloan regional presentations
  – Increasing reach of workshops

• Cross-HBCU Elluminate/wiki/course management sharing experiments

• Localness experiments
Localness
Expanding localness
Building larger communities
What to do next

- Join Sloan-C
- Join the listserv
- Premium membership and College Pass
- Seeking external funding
- Online workshop for people interested in Wikis; Elluminate
  - I can organize, if people are interested.
In conclusion, a beginning:

“The greatest real thrill that life offers is to create, to construct, to develop something useful. Too often we fail to recognize and pay tribute to the creative spirit. It is that spirit that creates our jobs. There has to be this pioneer, the individual who has the courage, the ambition to overcome the obstacles that always develop when one tries to do something worthwhile, especially when it is new and different.”

Alfred P. Sloan
Questions?

Visit:

http://www.sloan-c.org