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18th ANNUAL SLOAN CONSORTIUM
International Conference on Online Learning
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Today's Campus Highlights Sloan-C Annual Conference in Nov-Dec Issue

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Keynote Address: Democratizing Higher Education
Sebastian Thrun, VP & Fellow Google

Plenary Panel: Evolution or Revolution? What's Happening with Traditional Online Learning?
Jeff Young (The Chronicle of Higher Education, US) - Panel

Evaluate this session

Presenter(s)

Nancy Millichap (EDUCAUSE, US)
Julianna Banks (IUPUI, US)
Diane Reddy (University of Wisconsin-Milwaukee, US)
Katherine Stevenson (California State University Northridge, US)

Additional Authors

Session Information

October 12, 2012 - 1:40pm
Track: Technology and Emerging Learning Environments
Areas of Special Interest: Institutional Initiatives
Major Emphasis of Presentation: Practical Application
Institutional Level: Universities and Four Year Institutions
Audience Level: Intermediate
Session Type: Extended Information Session
Location: Northern Hemisphere A1
Session Duration: 80 Minutes
Session: 13 & 14 (combined)

Abstract

Leaders of three projects seeking to replicate the success of their instructional innovations at new campuses will share results and lessons learned in the process.

Extended Abstract

This panel will showcase three inter-institutional projects with key online components, each of which has succeeded demonstrably in increasing student success both on its home campus and on multiple expansion campuses. They are among the supported projects of the Next Generation Learning Challenges (NGLC). NGLC is an initiative of EDUCAUSE and partner organizations, including the League for Innovation in the Community College, with funding from the Bill & Melinda Gates Foundation and the William and Flora Hewlett Foundation. In 2011, NGLC made 29 investments in projects with potential to scale proven innovations with technology that showed strong promise of

Moderator
Jose Cruz (The Education Trust, US)
Alan Drimmer (University of Phoenix, US)
Jack Wilson (University of Massachusetts, US)

Plenary Address: Citizen Science - Authentic Participation in Research
Arfon Smith (Citizen Science-Adler Planetarium, US)

Press Release: October 9, 2012
Sonic Foundry Partners with the Sloan Consortium to Webcast International Conference on Online Learning

Best in Track Awards Winners Announced. Read the Press Release.

Call for Presentations for the 2013 conference will open in February 2013.

Check out last year's conference.

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eLearn Magazine: A Recap of the 18th Annual Sloan Consortium Conference on Online Learning

New Issue of JALN released, featuring 2011 Best in Track Award Winners.

Creating an Institutional Culture that Embraces Accessibility and Supports Online Student Success - By Kristen Betts, Director of Online and Blended Learning, Armstrong Atlantic State University. Kristen Betts will be presenting "From Compliance to Culture: Building an Effective Infrastructure to Support Accessibility and Online Student Success" on October 11, 2012.

Online and On the Move - By Emily Boles, Senior Instructional Developer, University of Illinois, Springfield. Ray Schroeder will be presenting "Online and On the Move: Mobile Online Learning" on October 10, 2012.

increasing student success and college completion. At California State University - Northridge, Indiana University Purdue University Indianapolis, and the University of Wisconsin - Milwaukee, faculty who are leading three of these projects have harnessed the potential of technology to strengthen the impact of proven pedagogical approaches: to increase interaction, offer individualized feedback, and develop students' skills both in the disciplines being studied and in their ability to learn. With NGLC funding, each project has been adopted at several expansion campuses. Panelists will share their stories, results for both faculty and students at their own and at the expansion campuses, lessons learned in the expansion process, and future plans for their innovations. Participants in the session will consider the challenges of implementing a new idea at a different institution and will learn about challenges the panelists faced in expanding to new campuses and their successful strategies for moving online instructional innovations beyond the classroom and campus where they were developed. The session will be of interest to innovators who are interested in expanding their work to additional institutions, and the presenters will allow ample time for questions both about the innovations themselves and about the expansion strategies that the originating campus innovators employed. At California State University, Northridge, Professor Katherine Stevenson and her colleagues have developed Hybrid Lab Courses for Core Math Courses, an innovative technology-enhanced hybrid course model that has significantly improved completion and content mastery outcomes in a general education mathematics class where it has been implemented. The redesigned entry level and developmental course model, which seeks to move students from memorization and passive learning to deeper learning and mastery, incorporates several online elements including individualized remediation of prerequisite skills and homework with instant feedback. With the NGLC grant, Professor Stevenson and her colleagues have facilitated the adoption of the model at two partner institutions in the California State University System, California State University, Long Beach and Humboldt State University, and also at Los Angeles Pierce College in the California Community College System. Professor Prathiba Varma-Nelson and her team tested the transportability of Cyber Peer-Led Team Learning (cPLTL), an approach that has been shown to have positive impact on student learning in introductory chemistry at Indiana University-Purdue University Indianapolis (IUPUI). cPLTL is an online adaptation of Peer-Led Team Learning, a face-to-face approach that has been proven a high-impact pedagogy in the Science Technology, Engineering, and Mathematics (STEM) disciplines. PLTL is a model of teaching that preserves the lecture and replaces recitation in science courses with a weekly two-hour session. During these interactive sessions (workshops), six to eight students work as a team to solve carefully constructed problems under the guidance of a peer leader. In cPLTL, these sessions take place online via interactive videoconferencing, providing added flexibility for busy students and at the same time freeing campuses from the need to find physical classroom space for workshop groups to meet. The IUPUI team selected Purdue and and Florida International Universities as replication sites because these new campuses had both the infrastructure and the interest necessary for introducing cPLTL into introductory courses. U-Pace is an online instructional approach that has allowed students to make strong gains in subject mastery as they study introductory psychology at the University of Wisconsin Milwaukee, and disadvantaged students' gains have been particularly dramatic. Professor Diane Reddy and her colleagues developed this self-paced, mastery-based approach, which provides amplified assistance to students in the form of directed timely and tailored feedback on performance and constructive support and encouragement grounded in positive psychology. With their NGLC funding, they have partnered with the Society for the Teaching of Psychology to offer a national workshop on the U-Pace approach and have also tested it at three other institutions: Indiana State University, the University of North Florida, and the University of Puerto Rico Mayaguez. The expansion campuses have shown similarly encouraging gains in student learning.

Lead Presenter

Nancy Millichap is a program officer with the Next Generation Learning Challenge of Educause, a collaborative, multi-year grant program aimed at dramatically increasing college readiness and completion through applied technology. She joined the initiative in June 2011. As one of Educause's nationally distributed employees, she works from her home office in Saline, Michigan. Nancy's prior positions in the higher education sphere have included assistant director of humanities computing at Dartmouth College, assistant director of the Indiana Higher Education Telecommunication System (IHETS), director of NITLE's Midwest Instructional Technology Center, and director of professional development programs at NITLE. She completed her undergraduate degree in education at Shippensburg University and received the M.A. in English from Middlebury College.

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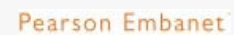Coast-to-Coast Conference Technology

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