ONLINE LEARNING PLANNING - ANNOTATED

Teaching Generation NeXt (2009). eLearning Tools Evaluation based on Quality Concept Distance Computing. A Case Study, World Academy of Science, Engineering & Technology. **53:** 569-573.

Despite the extensive use of eLearning systems, there is no consensus on a standard framework for evaluating this kind of quality system. Hence, there is only a minimum set of tools that can supervise this judgment and gives information about the course content value. This paper presents two kinds of quality set evaluation indicators for eLearning courses based on the computational process of three known metrics, the Euclidian, Hamming and Levenshtein distances. The "distance" calculus is applied to standard evaluation templates (i.e. the European Commission Programme procedures vs. the AFNOR Z 76-001 Standard), determining a reference point in the evaluation of the e-learning course quality vs. the optimal concept(s). The case study, based on the results of project(s) developed in the framework of the European Programme "Leonardo da Vinci", with Romanian contractors, try to put into evidence the benefits of such a method. [ABSTRACT FROM AUTHOR]

Allen, I. E., Ph.D., et al. (2012). Digital Faculty: Professors, Teaching and Technology, 2012, Inside Higher Ed, Babson Survey Research Group and Quahog Research Group, LLC.

Anderson, T. and ebrary Inc. (2008). The theory and practice of online learning. Edmonton, AU Press**:** xii, 472 p.

Baran, E., et al. (2011). "Transforming online teaching practice: critical analysis of the literature on the roles and competencies of online teachers." Distance Education **32**(3): 421-439.

Understanding what is lacking in the online teaching literature is critical to helping researchers and practitioners develop programs and support mechanisms for online teachers in higher education. This review formulates a critique of the standards- and competency-driven vision of online teaching from the perspective of transformative learning theory, in order to offer an alternative exploration of the professional development of online teachers as adult learners. The results indicate that while research about online teacher roles and competencies guides the development of teacher preparation and training programs, it lacks in terms of addressing the issues of empowerment of online teachers, promoting critical reflection, and integrating technology into pedagogical inquiry. An alternative perspective is suggested that considers teachers as adult learners who continuously transform their meaning of structures related to online teaching through a continuous process of critical reflection and action. [ABSTRACT FROM AUTHOR]

Barczyk, C., et al. (2010). "Mentoring Professors: A Model for Developing Quality Online Instructors and Courses in Higher Education." International Journal on E-Learning **9**(1): 7-26.

This article presents a four-stage model for mentoring faculty in higher education to deliver high quality online instruction. It provides a timeline that shows the stages of program implementation. Known as the Distance Education Mentoring Program, its major outcomes include certified instructors, student achievement, and the attainment of a competitive advantage in the tight student market for higher education. The program's benefits to the mentor, protégé, and the organization are discussed. [ABSTRACT FROM AUTHOR]

Batts, D., et al. (2010). "Training for faculty who teach online." Community College Enterprise **16**(2): 21-31.

The development and progress of distance education through online technologies has grown over the post ten years. Though community colleges across the United States have seen the largest increase, are its faculty members prepared to teach online? The following study examines strategies administrators may use to train faculty who teach online courses at the community college level. [ABSTRACT FROM AUTHOR]

Blakelock, J. and T. E. Smith (2006). "Distance learning: From multiple snapshots, a composite portrait." Computers & Composition **23**(1): 139-161.

Abstract: This article discusses the current state of distance learning in composition by reporting on and interpreting a 2005 survey that assesses trends and workload conditions in distance learning. Areas examined in the article include attitudes of faculty and administration, faculty demographics, student demographics, online course and program development, course caps, course delivery and management tools, technology support, course design freedom, impact on writing pedagogy, and institutional DE profile. The article concludes by summarizing the current DL picture, identifying areas of need, and providing research recommendations for the future. [Copyright &y& Elsevier]

Bolliger, D. U. and O. Wasilik (2009). "Factors influencing faculty satisfaction with online teaching and learning in higher education." Distance Education **30**(1): 103-116.

Faculty satisfaction is considered an important factor of quality in online courses. A study was conducted to identify and confirm factors affecting the satisfaction of online faculty at a small research university, and to develop and validate an instrument that can be used to measure perceived faculty satisfaction in the context of the online learning environment. The online faculty satisfaction survey (OFSS) was developed and administered to all instructors who had taught an online course in fall 2007 or spring 2008 at a small research university in the USA. One hundred and two individuals completed the web-based questionnaire. Results confirm that three factors affect satisfaction of faculty in the online environment: student-related, instructor-related, and institution-related factors. [ABSTRACT FROM AUTHOR]

Borrego, J. (2010). "Roadmap For A Successful Transition To An Online Environment." Contemporary Issues in Education Research **3**(5): 59-66.

Tighter budgets and lower enrollment are changing traditional higher education. The popularity of the World Wide Web (WWW) coupled with faster access to information provides an opportunity for Colleges and Universities to offer online programs. In most cases, traditional universities are not well prepared for the transition to online format and many challenges prevent a successful implementation. A common mistake made by early adopters is assuming that the migration involves two steps, namely selecting the virtual learning environment, and then porting the current classroom-based courses to the online environment. That approach often leads to failure and disappointment, not to mention lower student and faculty satisfaction. Traditional delivery of course materials is done face-to-face with students present and the student/faculty interaction promotes learning. In the online environment, learning is done in an asynchronous mode and course design has to compensate for the interaction that happens in real time during traditional courses. To properly implement online courses, an adequate technical environment must be available. If the environment is available, careful planning is essential in order to proceed. Traditional course modules require revision as they are migrated to cyberspace and should take into account the interaction among students and faculty in order to promote a quality learning process. A typical approach is to include student participation in discussion forae, but this may lead to trivial postings and students responses. In this paper, we present preconditions for a migration to online education and a roadmap to transition traditional courses to cyberspace. We also discuss methods of assessing both quantity and quality of student interaction, since this is a requirement for learning in cyberspace. [ABSTRACT FROM AUTHOR]

Care, W. D., RN, EdD and J. M. Scanlan, RN, PhD (2001). "Planning and Managing the Development of Courses for Distance Delivery: Results From a Qualitative Study." Online Journal of Distance Learning Administration **IV**(II): 9.

Converting traditional face-to-face course offerings into distance delivery formats is one of the greatest challenges facing administrators and faculty in higher education today. In addressing this challenge, it is evident that there are two primary approaches to managing distance course development. Some faculties opt to develop and deliver courses on their own (Reinert & Fryback, 1997), whereas others work in close collaboration with selected university or college departments to implement this conversion process. The experience of the authors is the latter, that is development and delivery of courses for distance education has occurred in collaboration with other disciplines in the university. This article will examine the experiences of administrators, faculty, and staff from supporting university departments as they struggled with the issues inherent in interdisciplinary course development.

Casanovas, I. (2010). "Exploring the Current Theoretical Background about Adoption until Institutionalization of Online Education in Universities: Needs for Further Research." Electronic Journal of e-Learning **8**(2): 73-84.

Online education in institutional contexts means new organizational problems. The fact that universities need to change to accommodate the impact of technology on learning is already known and accepted. Coping with changes from adoption until institutionalization of online education represents a formidable management challenge for universities.

Chaney, B. H., et al. (2009). "A Primer on Quality Indicators of Distance Education." Health Promotion Practice **10**(2): 222-231.

In the past decade, there has been an enormous growth of distance education courses and programs in higher education. The growth of distance education is particularly evident in the field of health education. However, the enormous potential of distance education is tempered by one overriding question: How does one ensure that distance education coursework and degrees are of high quality? To this end, the purpose of this study is twofold: to identify quality indicators of distance education and to provide implications of the identified quality indicators for health education researchers and practitioners. The results of the study reveal common benchmarks and quality indicators that all parties deem important in designing, implementing, and evaluating distance education courses and programs. [ABSTRACT FROM AUTHOR]

Chao, I. T., et al. (2010). "Using Collaborative Course Development to Achieve Online Course Quality Standards." International Review of Research in Open and Distance Learning **11**(3): 106-126.

The issue of quality is becoming front and centre as online distance education moves into the mainstream of higher education. Many believe collaborative course development is the best way to design quality online courses. This research uses a case study approach to probe into the collaborative course development process and the implementation of quality standards at a Canadian university. Four cases are presented to discuss the effects of the faculty member/instructional designer relationship on course quality, as well as the issues surrounding the use of quality standards as a development tool. Findings from the study indicate that the extent of collaboration depends on the degree of course development and revision required, the nature of the established relationship between the faculty member and designer, and the level of experience of the faculty member. Recommendations for the effective use of quality standards using collaborative development processes are provided. (Contains 1 figure and 1 footnote.)

Charalambos, V., et al. (2004). "The Design of Online Learning Communities: Critical Issues." Educational Media International **41**(2): 135-143.

In this paper we discuss findings from evaluations we conducted and share lessons we learned as developers of online education during the last 10 years. The purpose is to analyse some of the complexities in the design of online communities for professional development and continuing education. We present STAR-Online (Supporting Teachers with Anywhere/Anytime Resources), an online community designed and implemented as a model for continuing education and professional development for teachers. This online staff development provides teachers the training, support and communication links necessary for their continued success in the classroom. Teachers can access mentors, colleagues and resources via a web-based Virtual Teaching and Learning Community (VTLC) system. A brief history of the project is presented along with a vision for the future. Practical components of the project and guidelines for those interested in establishing similar initiatives are discussed in detail. Finally, some characteristics of successful online communities and suggestions for practitioners are addressed as they derived from our experiences and evaluation work.

Dechant, K. and L. Dechant (2010). "Using systems theory to conceptualize the implementation of undergraduate online education in a university setting." Organization Management Journal **7**(4): 291-300.

As participants in the process of exploring how to formalize and develop undergraduate online education at the University of Connecticut, the authors share their experiences relative to the challenges of identifying and addressing the diverse factors involved in such an endeavor. Recognizing the importance of multi-level organizational change in building, integrating, and sustaining an online learning environment, they utilize systems theory as a unifying framework to better analyze the nature and impact of the changes required to create an environment to support online education within a university. [ABSTRACT FROM AUTHOR]

Diaz, V. (2011). "CLOUD-BASED TECHNOLOGIES: FACULTY DEVELOPMENT, SUPPORT, AND IMPLEMENTATION." Journal of Asynchronous Learning Networks **15**(1): 95-102.

The number of instructional offerings in higher education that are online, blended, or web-enhanced, including courses and programs, continues to grow exponentially. Alongside the growth of e-learning, higher education has witnessed the explosion of cloud-based or Web 2.0 technologies, a term that refers to the vast array of socially oriented, free or nearly free, web-based tools, has represented a transition from institutionally-provided to freely available technology tools. This paper addresses the numerous teaching and learning opportunities and challenges that institutions face in adopting and implementing cloud-based technologies into their eLearning programs and provides a guide for forming implementation decisions. [ABSTRACT FROM AUTHOR]

Dray, B. J., et al. (2011). "Developing an Instrument to Assess Student Readiness for Online Learning: A Validation Study." Distance Education **32**(1): 29-47.

Given the continued growth in online learning as well as reports of high attrition rates in it, understanding student readiness for online learning is necessary. Over the years several surveys have been developed to assess student readiness as a predictor of success in online programs; however, a review of the literature yielded limited results of their translation and criterion-referenced validity. The researchers of this article sought to develop a more rigorous survey instrument for students to self-assess readiness for online learning. The authors report on findings from a three-phase study during which the instrument was developed, evaluated, and validated. Through the process of validation, the researchers systematically engaged in an iterative process to refine the instrument, which resulted in not only a more rigorous instrument but one that more clearly defines ready and situates it within the literature on learner characteristics, digital divide, and information and communications technology (ICT) engagement. (Contains 8 tables and 1 note.)

DuCharme-Hansen, B. A. and P. A. Dupin-Bryant (2005). "Distance Education Plans: Course Planning for Online Adult Learners." TechTrends Linking Research and Practice to Improve Learning **49**(2): 31-39.

The landscape of education was permanently changed with the onset of online (web-based) distance education. As the number of participants in online education increases, providing effective instruction that focuses on the needs of adult learners is paramount. While the idea of taking a standard course curriculum and using a different vehicle to facilitate learning seems like a logical and somewhat uncomplicated initiative, teaching and learning online takes more than a mere shift in modalities. To create effective online learning, curriculum objectives must be solid, course activities must be value laden, and the main focus of the educational experience must be the students. These outcomes are difficult to achieve without proper planning. Distance education plans offer a vehicle for creating, maintaining, and sustaining a successful online learning experience. This artilce provides the 6 components of distance education plans for a 16-week freshman English class. These include assessmnet, guidance, building community, communication, humanizing, and evaluation.

Ellaway, R., et al. (2008). "Learning design in healthcare education." Medical Teacher **30**(2): 180-184.

Emerging from ongoing work into educational modelling languages, learning design principles and the IMS Learning Design framework provide formal ways to annotate and record educational activities. Once educational activities have been encoded they can be played, replayed, adopted, shared, and analysed, thereby reifying much that is otherwise lost in face-to-face teaching. The use of learning design tools, including the free and open source LAMS system (www.lamsfoundation.org), allow practitioners to experiment with learning design approaches in their own teaching, both in terms of creating and encoding their own designs and playing, adapting and analysing designs from other teachers either from within or outside a particular field or subject area. This paper reviews the key issues associated with designing for learning in the context of healthcare education, some of the themes and approaches already in development or use, and the implications of this approach on the practice and theory of healthcare education. [ABSTRACT FROM AUTHOR]

Escoffery, C., et al. (2005). "Planning and Implementing a Public Health Professional Distance Learning Program [computer file]." Online Journal of Distance Learning Administration **8**(1): 1-1.

The writers describe a public health professional distance learning program at Rollins School of Public Health at Emory University. They outline critical components in the master degree program's design and implementation, including curriculum and instruction, facilities and finance, management, school and university support, technology services and support, library and learning resources, student services, and evaluation. They offer guidance for other online programs.

Eunjoo, O. and P. Suhong (2009). "How are universities involved in blended instruction?" Journal of Educational Technology & Society **12**(3): 327-342.

Ferdig, R. and K. Dawson (2006). "Suggestions for Bottom-up Design of Online Programs." TechTrends: Linking Research & Practice to Improve Learning **50**(4): 28-34.

The article presents the online education program implemented through the efforts of the faculty members at the University of Florida. Online courses on Masters of Education and Educational Specialist degree was being offered nationally and internationally by the university which uses a bottom-up design that effectively enhance the quality of the program. Technical, academic, administrative and curricular issues involved in the implementation of online education and development of an online program were also tackled.

Gaytan, J. (2009). "Analyzing online education through the lens of institutional theory and practice: the need for research-based and -validated frameworks for planning, designing, delivering, and assessing online instruction." Delta Pi Epsilon Journal **51**(2): 62-75.

The purpose of this study was to examine the (a) perceptions held by deans, vice presidents for academic affairs, and distance education administrators regarding online instruction; (b) impact of colleges' institutional contexts on their approaches to online education; and (c) extent to which research-validated frameworks are being used by colleges to guide their planning and delivery of online instruction. Results indicated that while academic administrators placed a relative high value on distance education, all administrators preferred face-to-face over the online learning environment and reported that the quality of online instruction is not as good as the one found in traditional, face-to-face instruction. In addition, a conflict between institutional myths and actual online instructional practices and facts exists. Consequently, the colleges' organizational structures for online education do not necessarily support and promote their learning outcomes. Because this study found that a framework for designing, analyzing, delivering, and assessing distance education was lacking in the institutions of higher education that participated in this study, a research-based and — validated framework was presented to guide educators in the planning and delivery of online instruction. Reprinted by permission of the publisher.

Gillingham, P. (2009). "Ghosts in the Machine: Student Participation and Grade Attainment in a Web-Assisted Social Work Course." Social Work Education **28**(4): 423-435.

For many social work educators, the debate about whether social work education should be delivered using online technology has, as a result of institutional imperatives, moved on to how best this can be done. In this article, the process of designing and delivering part of a social work course using asynchronous online discussion is described and reflected upon. Student participation in the online environment is also compared with final course grades and the findings discussed in relation to existing literature. Recommendations for the future delivery of social work courses using online technology emerging from this discussion are offered. [ABSTRACT FROM AUTHOR]

Gradel, K. A. J. (2010). "Cooperative Learning: Smart Pedagogy and Tools for Online and Hybrid Courses." Journal of Educational Technology Systems **39**(2): 193-212.

This article focuses on meshing technology-enhanced learning with cooperative learning pedagogy, to address teaching/learning challenges in higher education online and hybrid courses. Illustrations of implementation are made using coursework exemplars. Start-up solutions and sample applications are summarized. The purposes of this article are to provide an overview of cooperative learning in online and blended teaching/learning settings, and identify start-up strategies for faculty implementation. [ABSTRACT FROM AUTHOR]

Grant, J., et al. (2011). "The challenge of integrating new online education packages into existing curricula: A new model." Medical Teacher **33**(4): 328-330.

Background: In 2009, The National Institute for Health and Clinical Excellence (NICE) developed an undergraduate online learning package on the practical application of evidence-based medicine with the intention that it would be integrated into existing medical curricula. Methods: Complementary methodologies were used to yield a diversity of quantitative and qualitative data on how the online learning package was integrated. Results: The modules of the online learning package received an overall positive reaction from the users but uptake of the modules was lower than expected. Even though some curriculum integration occurred, several students were unaware that the package existed, some lacked the time to use the package and others would have preferred to have had the package earlier in their course. Conclusions: A new model for the effective integration of online education packages into existing undergraduate medical curricula is proposed, especially when developed by external organisations. This new model should enable educationalists to better reveal and overcome the contextual and process challenges, barriers and solutions to implementing effective flexible learning approaches. When introducing new learning resources into a curriculum, many factors are important, especially the learners'' perceived needs and how these vary at different stages of their course. [ABSTRACT FROM AUTHOR]

Haley, K. N. (2010). "Wired and Tired: The Cool and the Agony of Teaching Online." Social Work Review / Revista de Asistenta Sociala(1): 58-63.

Online education is no longer an experiment in higher education course delivery, but a major and expanding means of providing educational access to millions of students throughout the world. Online courses can be informative, attractive, and motivating for both students and faculty. On the other hand, faculty must work substantially harder and longer to design and teach online courses when compared with what is needed to prepare a seated course. This article describes the challenges, joys, and complications that faculty experience in teaching online primarily from the perspective of its author who has had years of experience in designing and teaching online courses at the graduate level. [ABSTRACT FROM AUTHOR]

Hernández-Gantes, V. M. (2012). Chapter 13: Emerging Framework for Planning and Implementation of Online Programs**:** 164-180.

The dramatic growth of online education over the past two decades is requiring colleges to make a shift from fragmented approaches to program planning and implementation towards a framework integrating both into a coherent support system. This article provides an overview of an emerging holistic framework for planning and implementation of online programs calling for shared strategic planning needs assessment strategies, and establishing program consensus. Guided by a program vision, curriculum and instructional strategies are identified along with internal and external supports needed for  
successful implementation. The framework suggests demand-driven strategic planning, benchmarking approaches to implementation practices, and interactive feedback to ensure effective program planning and implementation.

Hixon, E., et al. (2012). "Beyond the Early Adopters of Online Instruction: Motivating the Reluctant Majority." Internet and Higher Education **15**(2): 102-107.

Now that most of the innovators and early adopters of online instruction are comfortably teaching online, many institutions are facing challenges as they prepare the next wave of online instructors. This research study examines how faculty in this "next wave" (the majority of adopters) differ from the innovators and early adopters of online instruction. A specific online course development program is described and the experiences of the "majority" in the program are examined in relation to the experiences of previous participants (the innovators and early adopters). (Contains 2 figures and 4 tables.)

Hoffmann, R. L. and L. A. Dudjak (2012). "From Onsite to Online: Lessons Learned From Faculty Pioneers." **28**(4): 255-258.

Howe, N., et al. (2003). Millennials go to college : strategies for a new generation on campus : recruiting and admissions, campus life, and the classroom. Washington, D.C., American Association of Collegiate Registrars and Admissions Officers.

Howell, S. L., et al. (2004). "Seven Strategies for Enabling Faculty Success in Distance Education." Internet and Higher Education **7**(1): 33-49.

Many challenges associated with distance education and technology integration initiatives focus on faculty issues and concerns. This article analyzes these difficulties by identifying from the literature current trends affecting faculty, faculty motivators, and faculty challenges. Then, following this review and analysis, the article presents seven strategies for university administrators and faculty to consider as part of their own strategic plan to mitigate faculty concerns and ensure program success. The seven strategies discussed include the following: (1) enable colleges and departments to accept more responsibility for distance education activities; (2) provide faculty more information about distance education programs and activities; (3) encourage faculty to incorporate technology into their traditional classrooms; (4) provide strong incentives for faculty to participate in distance education; (5) improve training and instructional support for distance education faculty; (6) build a stronger distance education faculty community; and (7) encourage more distance education scholarship and research.

Howell, S. L., et al. (2003). "Thirty-two Trends Affecting Distance Education: A Informed Foundation for Strategic Planning." Online Journal of Distance Learning Administration **VI**(III): 18.

Recent issues in this journal and other prominent distance-learning journals have established the  
need for administrators to be informed and prepared with strategic plans equal to foreseeable challenges. This article provides decision makers with 32 trends that affect distance learning and thus enable them to plan accordingly. The trends are organized into categories as they pertain to students and enrollment, faculty members, academics, technology, the economy, and distance learning. All the trends were identified during an extensive review of current literature in the field.

Irlbeck, S., et al. (2006). "The Phoenix Rising: Emergent models of instructional design." Distance Education **27**(2): 171-185.

The blurring of distinctions between online and distance education in many parts of the developed world has led to reflections on the strategies and processes by which we create effective online learning environments for the distance education learner. In this article we argue that the foundational models of instructional design that typically inform the design, development, and delivery of online environments do not always support the epistemology and pedagogy that embodies the online environment. Through an analysis of current approaches to instructional design we present a case for adopting principles of emergence theory as a means to best harness the power and potential of design and development for online distance education. Using a prototype three‐phase design model that embodies emergent principles we advocate that to achieve the full potential of interaction and community networks through online communications requires a repositioning of roles and processes associated with “instructional design.” [ABSTRACT FROM AUTHOR]

Kim, Y. (2004). "ONLINE EDUCATION TOOLS." Public Performance & Management Review **28**(2): 275-280.

The article focuses on online education tools in the U.S. Distance education is planned learning that normally occurs in different places from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements. In accordance with increased demand and interest in distance teaching and learning, online education has constantly evolved with the advances in technologies. The use of advanced software has facilitated communication features, providing more sophisticated and rich interaction, and is increasingly important in terms of determining learning effectiveness and student satisfaction.

Lahaie, U. (2007). "Web-based instruction: getting faculty onboard." Journal of Professional Nursing **23**(6): 335-342.

Although many colleges and universities have embraced distance education, a significant number still have not. Approximately 40% of faculty from these institutions have not accepted the value and legitimacy of online education [Allen, I. A., & Seaman, J. (2003). Sizing the opportunity: The quality and extent of online education in the United States, 2002, 2003. Needham, Mass: The Sloan Consortium]. One reason for this may be that faculty are not sufficiently informed about online learning and the role they might play in teaching in this environment. A number of salient issues are addressed: who our students are; what drives colleges and universities to offer distance education; which educational theory underpins distance education; how distance education fares in terms of quality as compared with face-to-face instruction; what the advantages and disadvantages of teaching online are; how teaching style is affected; and what types of support faculty need in providing instruction in this medium. Some recommendations are included for faculty who are considering teaching online. In this article, distance education refers to an asynchronous, web-based, and online format. Copyright © 2007 by Elsevier Inc.

Levy, S., Ed.D Six Factors to Consider when Planning Online Distance Learning Programs in Higher Education.

The Internet and the World Wide Web (WWW) have made the process of obtaining an education  
without regard to time or location easier for the student. At the same time, they have provided more challenges for the colleges providing this education. In online distance learning, not only does the instruction occur via a computer system, usually over the Internet, but other educational processes occur via the computer as well. These educational processes are student services, training, and support. The transition to online distance learning, primarily driven by social change, is creating a paradigm shift in the way colleges are viewing teaching and learning (Rogers, 2000). Administrators, faculty, staff, and students realize that in order to successfully implement ODL, their colleges will need to reassess their programs (Chen, 1997; Garrison, 1989; Inglis, Ling, & Joosten, 1999; Moodie & Nation, 1993; Rumble, 2000). This paper reviews the literature as it pertains to six factors to be considered when planning and developing an online distance learning program. These six areas are: vision and plans, curriculum, staff training and support, student services, student training and support, and copyright and intellectual property.

Lim, C. P. (2005). "Online Learning in Higher Education: Necessary and Sufficient Conditions." International Journal of Instructional Media **32**(4): 323-331.

The field of online learning is an ever-improving art and science. It has the potential of allowing students to access up-to-date information anywhere and anytime, promoting active and independent learning, and supporting communication between experts and novices. This paper aims to explore the necessary and sufficient conditions for successful integration of online learning in higher education. The paper first discusses the software, hardware and financial commitment necessary for online learning. It then emphasizes that the sufficient conditions for effective online learning is a paradigm shift in learning to build a learning culture, mediated by a strategic plan that integrates online learning to enculturate students to be lifelong learners. Reprinted by permission of the publisher.

Lisi, J. (2006). "Sustaining Quality and Integrity of Education within Online Environments." International Journal of Learning **13**(4): 129-134.

This paper explores ways in which educators can sustain quality and integrity of education within an online environment, without compromising the core values of flexibility and open learning, with a focus on three main areas of consideration: preparatory planning prior to course commencement; various social relationships before during and after a course offering; and the role of the online facilitator. These three topics are discussed in relation to their influence on four key areas of online instruction: Implementation, management, facilitation, and assessment. [ABSTRACT FROM AUTHOR]

Loertscher, D. (2011). "The Power of Technology to Enhance Learning." Teacher Librarian **38**(3): 40-41.

In this article the author addresses the role of educational technology in learning in light of the release of the document "National Education Technology Plan 2010: Learning Powered by Technology," by the United States Department of Education, located online at <http://www.ed.gov/technology/netp-2010.> The author suggests that the document is important for teacher-librarians and presents several excerpts from the document followed by analysis. Topics discussed include the use of learning commons models in school libraries, measurement of student learning, and educational infrastructure.

MacNeil, D., et al. (2010). "How Strategic Planning Keeps You Sane When Delivering Distance Programs." Online Journal of Distance Learning Administration **13**(2): 4-4.

This paper details the advantages of creating a strategic plan in the development and delivery of distance programs at the authors' own institution. The steps involved in the planning process and the three key elements of a successful strategic plan are addressed. The key elements include a program plan explaining the roles/responsibilities of both the academic unit and the administrators of the distance programs, a marketing plan which provides a marketing overview as well as specific marketing goals, strategies and tactics, and a revenue/expense report outlining funding for all aspects of program delivery . A framework for the program and marketing plans with complete details is provided as a guide for other distance delivery units interested in incorporating this process. [ABSTRACT FROM AUTHOR]

Maddux, C., et al. (2005). "Aids and Cautions in Planning, Developing, and Delivering Online Instruction in Higher Education." Innovate: Journal of Online Education **1**(4).

Currently, less technically oriented faculty members have felt pressure to become more actively involved in the online efforts of their institutions. Many of these faculty members have never before produced or offered a totally online course and find the prospect of doing so intimidating. The purpose of this article is to present some aids and cautions for first-time developers of online courses. The advice in this article comes from the experiences of four professors who have developed and are currently teaching completely online courses for both undergraduate and graduate students, including a required undergraduate technology course that enrolls more than 200 students each semester. The institution that offers these courses provides very little technical support for such activities. Specific pedagogical or design issues are beyond the scope of this article; the authors focus on pragmatic suggestions for first-time online course developers and hope that these suggestions will apply across a wide range of technical and pedagogical contexts. (Contains 3 exhibits.)

Marsapa, A. and M. Narinb (2009). "The integration of distance learning via internet and face to face learning: Why face to face learning is required in distance learning via internet?" Procedia Social and Behavioral Sciences **1**: 2871–2878.

The distance learning via internet includes an important processing in many fields. The rate and the contribution of face to face learning on e-learning integrate important meanings in this learning process. Because of that reason distance learning is required to use mostly the facilities of face to face learning. Distance learning has a vital role in the process of e-learning’s future. By the help of flexibility in e-learning, it includes consistently innovation and development in this approach. Nowadays, the strategy that is required for developing the quality and standards takes over the integration of academic standard, academic supervision and interaction of face to face learning in developing distance learning. It is important to design the academic approaches as a academically, scientifically and as a completion of the dynamic processes. E-learning models are based on the high quality, participation and productivity. By the help of productivity, moving the processes into the e-ambient and saving up the expenses, objectives of e-learning can reach to the level of the basics of modern e-learning. In this study, it is emphasized the importance of face to face learning on developing distance learning via internet for the e-learning environment. For this purpose, firstly it is pointed out the aim and the developing process of distance learning after that it is argued why face to face learning is required in distance learning and lastly it is determined the prudential suggestions and evaluations of this issue.

Menon, G. M. and M. Rubin (2011). "A Survey of Online Practitioners: Implications for Education and Practice." Journal of Technology in Human Services **29**(2): 133-141.

Meyer, K. A. (2005). "Planning for Cost-Efficiencies in Online Learning." Planning for Higher Education **33**(3): 19-30.

This article proposes a framework that can help institutions break down and analyze the costs of online learning so they can make decisions about how to improve the cost-efficiencies of online education. The framework involves looking at costs across elements (which include the two stages of development and delivery plus administration of the enterprise) and seven factors: students, faculty, other staff, course design, content, infrastructure, and policy. The elements and factors may combine and interact, thereby improving (or not improving) cost-efficiencies. Where possible, current research results are included and areas where research is needed are identified. (Contains 1 figure.)

Mitchell, B. and I. Geva-May (2009). "Attitudes Affecting Online Learning Implementation in Higher Education Institutions." Journal of Distance Education **23**(1): 71-88.

The writers examine attitudes toward and affecting the implementation of online learning in institutions of higher education. They observe that recently, there has been greater acceptance of online learning by institutional decision-makers, as demonstrated by higher levels of institutional involvement; however, the increase in faculty acceptance trails behind. The writers note that this gap has an impact on the widespread adoption of online learning. They suggest that faculty acceptance of online learning is affected by attitudes related to four variables that influence practice change: intellectual reluctance, support, change and cost–benefit. The writers opine that inherently, these attitudes translate into behaviors that affect the level of opposition toward online learning.

Nagarajan, P. and G. W. Jiji (2010). "ONLINE EDUCATIONAL SYSTEM (e- learning)." International Journal of U- & E-Service, Science & Technology **3**(4): 37-48.

The intricate construction of online educational systems lies within three principal activities: Design, Implementation and proper Post-implementation Assessment. There is not enough knowledge or experience in those aspects. Efficient execution of these three major activities necessitates the use of design and educational models to achieve the cost and time efficiency, as well as high academic quality. Utilization of online educational systems would benefit from a structured approach to design, implementation, and student's assessment. We propose a general formulation of model as well as a framework for finding such patterns, so that it can improve the online educational systems for both teachers and students - allowing for more accurate assessment and more effective evaluation of the learning process. [ABSTRACT FROM AUTHOR]

Nord, D. (2011). "Online learning programs: Evaluation's challenging future." New Directions for Evaluation(131): 129-134.

With the vast array of contextual factors, pedagogical approaches, models of implementation, and purposes of education and training related to online learning, educators, learners, and the general public alike are seeking answers regarding utility and effectiveness of online learning. This article identifies and responds to many of the challenges and issues related to the evaluation of online learning that will likely test evaluators in the years and decades to come. The author provides an early conceptualization of a comprehensive evaluation framework to focus evaluation on the many components of online learning rather than a narrow aspect. © Wiley Periodicals, Inc., and the American Evaluation Association [ABSTRACT FROM AUTHOR]

Parker, K., et al. (2011). The Digital Revolution and Higher Education: College Presidents, Public Differ on Value of Online Learning, Pew Internet & American Life Project.

This report is based on findings from a pair of Pew Research Center surveys conducted in spring 2011. One is a telephone survey of a nationally representative sample of 2,142 adults ages 18 and older. The other is an online survey, done in association with the Chronicle of Higher Education, among the presidents of 1,055 two-year and four-year private, public, and for-profit colleges and universities.

Passerini, K. and M. J. Granger (2000). "A Developmental Model for Distance Learning Using the Internet." Computers & Education **34**(1): 1-15.

Reviews the historical transitions leading to a fourth generation of distance education, including a paradigm shift with the use of the Internet; presents instructional design models; and develops a hybrid model that integrates constructivist and objectivist approaches and takes into account both learning and design principles. (Author/LRW)

Phipps, R. A., et al. (1998). Assuring quality in distance learning : a preliminary review. Washington, DC, Council for Higher Education Accreditation.

Procter, R., et al. (2008). "Co-interpretation of usage data: A mixed methods approach to evaluation of online environments." International Journal of Multiple Research Approaches **2**(1): 44-56.

This paper describes a novel research approach in which server usage data collected from online environments provides a 'focus' for semi-structured interviews in the course of which research participants are involved in a process of co-interpretation and 'sensemaking'. Online environments generate large volumes of data which are useful in determining trends in behaviour, broad patterns and sequences of events but tell us little about the working or learning environments in which online activities are located. We use our experience of researching the use of an online environment with groups of education researchers to demonstrate that it is possible to use these data in the construction of rich and illuminating qualitative accounts which help to 'make sense' of single events repeated sequences, activity-flows and long-term trends in online activities. Our findings suggest that using suitably reduced quantitative data as the focus of qualitative enquiry in this way allows greater understanding of working practices in complex environments and can contribute to evaluation, generation of user requirements and provision of improved support to users of online environments and infrastructures. [ABSTRACT FROM AUTHOR]

Ray, J. A. (2009). "An Investigation of Online Course Management Systems in Higher Education: Platform Selection, Faculty Training, and Instructional Quality." International Journal of Information & Communication Technology Education **5**(2): 46-59.

The article presents an investigation on the online course management systems in higher education. It says that the demand for online course instruction in the U.S. has posted a significant increase in recent years and that it is a must to ensure the effectiveness and quality of instruction. It mentions that the study aims to evaluate the three major parts of online instruction such as Course Management System (CMS), training of instructors, and the evaluation of online courses. It cites that the respondents include the thirty higher education institutions in Pennsylvania, Ohio, and West Virginia areas.

Reeves, P. M. and T. C. Reeves (2008). "Design considerations for online learning in health and social work education." Learning in Health & Social Care **7**(1): 46-58.

Increasingly, health and social work educators are joining their colleagues throughout higher education in exploring the possibilities of teaching and learning online. Online teaching and learning initiatives have been aided by both proprietary and open source course management systems such as BlackBoard and Moodle. However, the rush to put courses online is rarely informed by adequate consideration of the affordances of the World Wide Web to support different types of pedagogical dimensions or instructional design. In addition, academic staff members may jump into teaching online without sufficient consideration of the design components that can be implemented in online courses. This study provides an introduction to 10 design dimensions, derived from research and theory in instructional technology, cognitive science and adult education, for guiding the design and evaluation of online learning environments for health and social work education. It concludes by addressing the rewards and risks of online learning. [ABSTRACT FROM AUTHOR]

Rosenbloom, B. Strategic Planning for Online Instruction at CUNY.

Rovai, A. P. (2003). "A Practical Framework For Evaluating Online Distance Education Programs." Internet and Higher Education **6**(2): 109-124.

Presents the case that evaluation is an essential element of successful distance education programs. Uses a synthesis of the program evaluation and distance education research literature to form a framework for conducting evaluations of online programs. Evaluators should assess student performance, determine program and cost effectiveness, monitor quality to include technology and support services, evaluate course design and instruction, and ascertain teacher and student satisfaction. (Author/AEF)

Rovai, A. P. and J. R. Downey (2010). "Why Some Distance Education Programs Fail while Others Succeed in a Global Environment." Internet and Higher Education **13**(3): 141-147.

Many universities increase their recruiting efforts to reach a larger and more diverse audience. Some universities also extend their reach with cross-border initiatives and seek international students in order to promote enrollment growth and global learning. The economic potential of distance education and academic globalization has attracted numerous higher education providers, many of which operate on a for-profit basis. The result is an increase in competition for students, which leads to added pressure on universities to control costs and rising tuition. Those online programs unable to successfully adapt to this competitive environment are at risk of failing. This article draws from the research literature and US Securities and Exchange Commission (SEC) filings to examine seven important factors that help determine the success or failure of online programs. These factors are planning, marketing and recruitment, financial management, quality assurance, student retention, faculty development, and online course design and pedagogy. (Contains 1 table and 3 figures.)

Roval, A. P. (2003). A practical framework for evaluating online distance education programs. **6:** 109-124.

Argues that evaluation is an essential element of successful distance education programs. Employs a synthesis of the program evaluation and distance education research literature to form a framework for conducting evaluations of online programs. Indicates that evaluators should assess student performance, determine program and cost effectiveness, monitor quality to include technology and support services, evaluate course design and instruction, and ascertain teacher and student satisfaction. Describes strategies tailored to obtain such information within the context of an open-systems approach. Lists an inventory of potential evaluation questions for input, process, output, and impact evaluations that respond to the potential needs of internal and external stakeholders. Includes a diagram.

Seok, S. (2007). "STANDARDS, ACCREDITATION, BENCHMARKS, AND GUIDELINES IN DISTANCE EDUCATION." Quarterly Review of Distance Education **8**(4): 387-398.

Shelton, K. (2010). "A Quality Scorecard for the Administration of Online Education Programs: A Delphi Study." Journal of Asynchronous Learning Networks **14**(4): 36-62.

As the demands for public accountability increase for the higher education, institutions are seeking methods for continuous improvement in order to demonstrate quality within programs and processes, including those provided through online education. A six round Delphi study was undertaken with 43 seasoned administrators of online education programs who agreed upon 70 quality indicators that administrators should examine within their programs to evaluate quality. A method for scoring was also developed. The original set of quality indicators from the Institute for Higher Education Policy study, "Quality on the Line: Benchmarks for Success in Internet-Based Distance Education" (2000) were used as a starting point and determined still valid in 2010, with modifications. The study resulted in a quality scorecard for the administration of online education programs. (Contains 4 tables.)

Shelton, K. (2010). A Quality Scorecard for the Administration of Online Education Programs: A Delphi Study, ProQuest LLC.

As the demands for public accountability increase for the higher education industry, institutions are seeking methods for continuous improvement in order to demonstrate quality within programs and processes, including those provided through online education. Because of the rapid growth of online education programs, institutions are further called upon to demonstrate that quality education is being delivered to students at a distance. This study sought to create such a method to provide institutions offering online education an instrument for assessing quality within their programs: a quality scorecard for the administration of online education programs. A six round Delphi study was undertaken with 43 experts in the administration of online education programs. The panel of experts agreed upon 70 quality indicators that administrators of online education programs should examine within their programs to evaluate quality. A method for scoring was also developed. The original set of quality indicators from the Institute for Higher Education Policy study, "Quality on the Line: Benchmarks for Success in Internet-Based Distance Education" (2000) were used as a starting point and were determined to be still valid in 2010, with modifications. An additional 45 quality indicators were added that resulted in a quality scorecard that provides industry agreed upon standards for online education programs to use for quality evaluation. [The dissertation citations contained here are published with the permission of ProQuest LLC. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: http://www.proquest.com/en-US/products/dissertations/individuals.shtml.]

Shelton, K. (2011). A Review of Paradigms for Evaluating the Quality of Online Education Programs. Online journal of distance learning administration, State University of West Georgia. **14**.

As the demands for public accountability increase for higher education, institutions must demonstrate quality within programs and processes, including those provided through online education. While quality may be elusive to specifically quantify, there have been several recommendations for identifying and defining quality online education that address common areas of program development and administration. This paper explores and compares 13 recommendations and paradigms found in the literature for identifying and evaluating the quality of online education programs in higher education.

Smith, R. D. (2009). "Virtual Voices: Online Teachers' Perceptions of Online Teaching Standards." Journal of Technology & Teacher Education **17**(4): 547-571.

This article addresses online teachers' perceptions of online teaching standards published in 2006 by the Southern Regional Education Board (SREB) and the National Education Association (NEA). Following an online survey of 49 online teachers from four schools, interviews with two teachers from each of these schools were studied. Overall, participants reported that both sets of standards were important, but found the NEA standards were slightly more relevant to their practice. The qualitative data, both interviews and open-ended questions on the survey, revealed these themes related to the national standards: (a) concerns about the language of the standards; (b) the standards' failure to acknowledge how much the roles of individual online teachers vary, depending on the school and course model; (c) differentiation between online and face-to-face teaching; (d) aspects of the standards participants endorsed; (e) omissions participants perceived in the standards; (f) participants' lack of awareness of the standards; and (g) the importance of online teachers having experience as online learners. The article concludes with recommendations for policy and research. [ABSTRACT FROM AUTHOR]

Sutherland-Smith, W. and S. Saltmarsh (2010). "Minding the "P"s for Implementing Online Education: Purpose, Pedagogy, and Practicalities." Australian Journal of Teacher Education **35**(7): 64-77.

Online education has a presence in most Australian universities, and its uptake has been broadly understood as being driven by external imperatives associated with intensive competition within the global knowledge economy. However, the implementation of online education does not take place uniformly, and tensions can arise as a consequence of the considerable variation in approaches taken by institutions, faculties, departments and individual educators. In this paper, we analyse interview data from five Australian universities to consider how senior administrators, teacher educators and educational designers interpret the drivers of and barriers to online education. Our findings indicate that there are considerable tensions between the economic considerations driving online delivery, the pedagogical approaches embraced by many teaching academics, and the practicalities associated with financial and human resource costs, technological supports and succession planning. We argue that minding the "P"s of purpose, pedagogy and practicalities can be a valuable and productive way forward for addressing ongoing issues of quality and sustainability in online education.

Svensson, L. and C. Ostlund (2007). "Framing Work-Integrated E-Learning with Techno-Pedagogical Genres." Educational Technology & Society **10**(4): 39-48.

Distance Educational Practice is today supported by a range of information systems (IS) design theories. Still, there are surprisingly few strong pedagogical ideas and constructs that are communicated across distance educational institutions. Instead it is often the technology, the software and the medium that is at the centre of attention as we frequently discuss notions such as learning management systems, courseware, chat room, streaming media and blogs. This paper argues that design concepts should be used to bridge the gap between design theories and distance educational practice. It is also argued that genre theory could be instrumental in framing the characteristics of such techno-pedagogical genres in a way that constitutes a powerful level of communicating and disseminating new ideas within and across educational communities. (Contains 5 figures and 3 tables.)

Tagg, P. I. and R. A. Arreola (1996). "Earning a master's of science in nursing through distance education." Journal of Professional Nursing **12**(3): 154-158.

The increased availability of telecommunications technology has made possible the offering of degree programs via distance education. Such programs make courses and degrees more readily accessible to a wider range of students than has traditionally been the case. The University of Tennessee, Memphis, College of Nursing has undertaken to offer a Master's of Science in Nursing degree entirely by distance education. The challenges, successes, and technology of the program are discussed. Copyright (c) 1996 by W.B. Saunders Company

Taylor, M. (2010). Teaching Generation NeXt: A Pedagogy for Today's Learners, The Higher Learning Commission. **A Collection of Papers on Self-Study and Institutional Improvement**.

Villar, L. M. and O. M. Alegre (2008). "Measuring faculty learning in curriculum and teaching competence online courses." Interactive Learning Environments **16**(2): 169-181.

Online education is used for a variety of purposes in higher education. Two such purposes are improving one's performance over time and understanding one's professional development in the context of online teaching and learning. Relying on data from online staff development courses delivered in five Spanish universities, this article explores online faculty learning through the lens of staff development theory. This theoretical perspective emphasizes the universities' quality assurance contexts and offers an empirical examination of the ways in which faculty members learn curriculum and teaching competencies (CTCs) in online staff development programmes. At the core of this analysis is the contention that faculty members understand and respond to quality teaching lessons and activities. Finally, this study highlights the points deemed important when designing, implementing, and evaluating Internet CTC training courses. [ABSTRACT FROM AUTHOR]

Wang, H. (2008). "Benchmarks and quality assurance for online course development in higher education." US-China Education Review **5**(3): 31-34.

As online education has entered the main stream of the U.S. higher education, quality assurance in online course development has become a critical topic in distance education. This short article summarizes the major benchmarks related to online course development, listing and comparing the benchmarks of the National Education Association (NEA), the benchmarks of the American Distance Education Consortium (ADEC), the benchmarks of the American Federation of Teachers, and the benchmarks of the Quality Matters project. In doing so the author hopes to promote awareness of and commitment to quality assurance in online education. [ABSTRACT FROM AUTHOR]

West, E. and P. Jones (2007). "A Framework for Planning Technology Used in Teacher Education Programs That Serve Rural Communities." Rural Special Education Quarterly **26**(4): 3-15.

This article presents a planning framework for instructors to reflect upon in their decision making and implementation process of technology use. Detailed components include consideration of factors relating to: (a) context, (b) student, (c) instructor, (d) technology, (e) access, (f) knowledge and content, and (g) the important skill and craft of connecting theory to practice. Developing innovative use of technologies may assist in meeting the demand for highly qualified teachers in the area of low-incidence disabilities. Teacher educators must utilize a deliberative, thoughtful process before engaging in the actual development of online courses and this article offers a strategy that will help promote this process. [ABSTRACT FROM AUTHOR]

Xu, H. and L. Morris (2007). "Collaborative Course Development for Online Courses." Innovative Higher Education **32**(1): 35-47.

Developing a course for online instruction requires content knowledge and understanding of the interactivity, technological requirements, and possibilities in the asynchronous environment. Using a case study method, the researchers investigated the development of an online humanities course by a team of faculty and instructional designers. Data were collected through observation of face-to-face planning meetings, document analysis of group postings at the online site, and interviews with the team members. Using Berge’s typology of online facilitator roles and Stark and Luttuca’s framework on academic plans, this study examined the roles assumed by team members and the curricular decisions. [ABSTRACT FROM AUTHOR]

Yarmohammadian, M. H., et al. (2011). "Evaluation of distance education programs based on the NADE-TDEC 2009-2010." Procedia - Social and Behavioral Sciences **28**: 117-119.

Distance Education is an approach in which student and teacher are far from each other. Information and communication technology (ICT) can help schools to solve this problem. So there is a competition between countries to use this technology as much as possible to reach the aim of education, teaching and learning better. For the time this technology was used in some countries such as U.S.A and Canada and some European countries thus we can use their experiences and the way that have used successfully. One way to qualify something is to standardize and evaluate the results. One of these standards is that has been established by USA Office of distance education. The aim of this research is evaluate the program of Isfahan high school distance education centers according to students’ opinion based on NADE-TDEC pattern 2009-10. There are 17 centers in Isfahan, Iran that 179 students of these centers were selected randomly and questionnaires were distributed among them. The results of this research showed that the quality of course development is upper than medium, quality of technology is lower than medium, quality of instruction is upper than medium and quality of institutional support is upper than medium.

Yu-Chen, H., et al. (2012). "Research Trends in Technology-based Learning from 2000 to 2009: A content Analysis of Publications in Selected Journals." Journal of Educational Technology & Society **15**(2): 354-370.

This paper provides a content analysis of studies in technology-based learning (TBL) that were published in five Social Sciences Citation Index (SSCI) journals (i.e. the British Journal of Educational Technology, Computers & Education, Educational Technology Research & Development, Educational Technology & Society, the Journal of Computer Assisted Learning) from 2000 to 2009. A total of 2,976 articles were cross-analyzed by three categories including research topic, research sample group, and learning domain. It was found that "Pedagogical design and theories" was the most popular research topic, "Higher Education" was the most utilized sample group, and "Non-specified" and "Engineering/Computer sciences" were the most selected learning domains in the last decade. However, topics in "Motivation, Perceptions and Attitudes" drew more attention in the latest five years, while the number of articles in "Digital game and intelligent toy enhanced learning" and "Mobile and Ubiquitous Learning" grew significantly between 2005 and 2009. Furthermore, the Chi-square analysis results showed that there were significant associations among these three categories. The results of the analysis provide insights for educators and researchers into research trends and patterns of technology-based learning. [ABSTRACT FROM AUTHOR]