The Future of Distance and e-Learning in Ohio

A Report of the Ohio Learning Network Task Force on the Future of Distance and e-Learning in Ohio

April 2004

About the Ohio Learning Network

The Ohio Learning Network (OLN) helps Ohioans find educational programs that meet their needs, works with colleges and universities using technology to improve teaching and learning, and helps build partnerships among higher education, schools, businesses, and communities. OLN is a consortium of Ohio's public and independent colleges and universities and is an initiative of the Ohio Board of Regents. For more information visit:

www.oln.org

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Executive Summary

Great ideas are often born when you least expect them. Such was the case with the Ohio Learning Network (OLN) Distance and e-learning Task Force. An offhand comment to "study futures issues" at the Academic Outreach Spring 2003 retreat met with enthusiastic committee support, agreement from Tom Erney, Columbus State Community College to chair the group, and staff support from OLN. The outcomes appear in the next 20 pages.

In August 2003, the OLN Distance and e-Learning Futures Task Force began a discussion and inquiry into the future of distance learning in the state of Ohio. A group of Ohio's leading administrators of distance learning programs and faculty development centers were asked to participate. This group acted as a panel of experts required for the trend extrapolation process. Task Force members contributed knowledge of administrating distance learning programs and their unique experiences with best practices. In addition each member was provided a compilation of literature on distance learning programs, faculty development programs, and trends in higher education and technology.

The charge issued to the Task Force was:

> **Examine ways in which to better prepare Ohio colleges and universities for the administration of distance learning programs, both currently and in the future**.

To meet the charge, the Task Force decided to:

(1) Provide data on future trends to assist administrators of distance learning programs in Ohio;
(2) Discuss strengths and weaknesses of current Ohio college and university distance learning programs;
(3) Create a training initiative for Ohio college and university distance learning administrators; and
(4) Identify key barriers to distance learning programs and assign these to appropriate OLN committees for future consideration.

The following purpose statement guided the Task Force members in their examination:

> **As technology continues to change at a rapid pace and as enrollment in distance learning programs continues to grow, it has become imperative that we begin to prepare program administrators for the future leadership and management of delivering academic programs at a distance to the citizens of Ohio.**

The Task Force defined the general past, present, and future of distance learning. Table 1 demonstrates the current and emerging trends in distance learning. Both the current and emerging trends as shown here are very general in nature. They reflect, however, the data collected by the Task Force and may provide further directions for future work.

The Emerging Trends presented in Table 1 warrant additional attention from Ohio's distance education and e-learning community. The Task Force recommends these issues and the questions listed in the Summary be assigned to appropriate OLN constituency committees for review and recommendations.

Table 1: Current and Emerging Trends in Distance Learning

Traditional	Emerging
Students are considered receptacles	Students share responsibility for their learning; self-directed learning
Faculty own content	Faculty act as director of learning team
Institutions act independently	Institutions act through partnerships for learning
Strong history of public funding for institutions; less governmental scrutiny	Institutional funding must come from varied sources; public funding more difficult to obtain; more scrutiny
Learning is confined by Carnegie model, semesters, quarters, etc.	Learning happens in varying timeframes, open entry, open exit, etc.
Degrees based on credit hours	Degrees based on competency exams
Learning in the classroom	Learning takes place in multiple areas
Courses packaged one way	Courses packaged multiple ways: i.e. modules
Institutions run on academic model	Institutions run on business model: greater expectations for efficiencies
Faculty-centered	Learner-centered
Relatively homogeneous student population	Varied student population: diversity in culture, age, etc.
Emphasis on college experience	Emphasis on learning
Faculty to student model	Customer service model: demands for immediate information
Less competition for higher education	More competition: corporate and for-profit institutions
Technology played a small role in delivery of coursework and is less accessible to the masses	Technology plays a major role in course delivery and is more readily accessible to the masses
Technology evolved but not at rapid pace	Technology innovations change daily and have high cost

The Future of Distance and e-Learning in Ohio

Introduction

Initial Task Force discussion was informed by data and research articles. To begin with, the United States Department of Education estimates that enrollment in institutions of higher education will grow by an additional 16% by 2010. Also by 2010, 43% of all adults will be 50 or older and 50% of all college students will be adults. A significant "graying" of the workforce will occur and continued education will be important to maintain viability.

Current college and university students are considered to be "Digital Natives," which characterizes the first wave of students who have grown up with technology as a common tool for information and learning. Consequently, the students are not the only group considered to be technologically savvy; a new wave of retirement in the academy will pave the way for new instructors and administrators who feel comfortable and confident using technology for learning.

The business environment also is changing. In 1970, 7000 multinational corporations existed. By 1990, that number had grown to 30,000. Today, an estimated 63,000 multinational corporations exist. Exxon Mobil is the world's largest corporation, with more capital than 180 nations combined, and the GDP of Walmart is greater than that of 12 countries. Corporations require that their workers be able to perform their functions in the global economy, which means prior to entering the workforce, students must: 1) learn to access, analyze, process and communicate information; 2) use information technology tools (the Gartner Group estimates that 95% of all workers utilize information technology in their current jobs); 3) work with people from different cultures and backgrounds (before the end of this century, Euro-descended Americans will constitute less than 50% of American total population); 4) and engage in continuous, independent learning.[1]

In addition, distance education is becoming more acceptable to corporations, society, and academia. The Internet has revolutionized the potential for education and training, and this makes it different from any of its technological predecessors. For example, radio took 38 years to reach 50 million subscribers. Television took seventeen years to reach 50 million subscribers. Cable TV took 10 years to reach 50 million subscribers and, incredibly, the Internet took five years to reach 50 million subscribers. As the technology continues to advance, a significant sustained growth in the number of

[1] Adkins, M. (2004). The Future of Distance Learning Presentation, Capella Colloquium, Atlanta, GA

distance education providers exists. As a consequence, the role of teacher and student (teaching/learning) is under debate with the growth of distance learning opportunities.

New trends in technology only continue to develop. The ability for greater speed, storage and bandwidth is becoming a reality. For example:

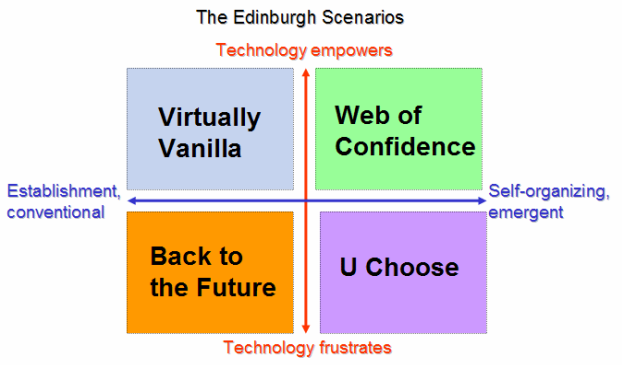
- Lucent's Bell Labs TrueWave fiber optic cable moves 3.28 terabits per second over 300 kilometers (this transmits three times the volume of current daily world internet traffic in a single second). When combined with the opto-chip, TrueWave could download a two hour movie in MPEG-3 digital format in one-twentieth of a second.
- IBM's gigabyte hard drive is the size of two quarters pasted together, and it is large enough to contain 1000 books.
- Seagate has developed a one square inch, 50 terabit hard drive and will offer a one terabyte drive for $300, which will hold 2-3 million books.
- The development of phototonics seeks to move data at the speed of light.

The Edinburgh Scenarios

A very helpful map to conceptualize possible scenarios for the future of distance learning has recently come from Scotland. A group of distance learning practitioners met in Edinburgh, Scotland to consider the future of distance learning programs in higher education. The group determined that current college and university distance learning programs fell into one of four scenarios.

The Edinburgh Scenarios attempt to predict the pathways of e-learning for the next decade.[2] Diagram 1 provides a description of the four scenarios that help one understand the current status of distance learning programs.

Diagram 1



[2] Source: http://www.internettime.com/lcmt/archives/cat_edinburgh_scenarios.html

During group discussions, two continuums emerged as critical uncertainties to understanding these scenarios. They are (1) the role of technology in society, and (2) the sources of power, influence, and new ideas. These two continuums, when plotted together create four possible scenarios that will define the evolution of distance learning. **Most U.S. colleges are considered to be in the "Virtually Vanilla" scenario.** In this scenario, technology is becoming a better-accepted means as a learning delivery method, but decision-making concerning the course of e-learning remains conventional, institutionalized and centralized. Thus, as technology advances, power is retained by the established players. Additional information concerning this scenario is as follows.

Learner Characteristics

- Enjoy ubiquitous access to content - if they can afford it
- Rich provision of content and some interactive experiences
- Highly directed & controlled; limited amount of personalization
- Forced to fit with corporate and institutional requirements

Metrics

- Mergers across the education sector
- Emergence of powerful consortia of global virtual universities
- Research and teaching approaches constrained by government and corporate need
- Drive towards high occupancy and high efficiency

Corporations

- Use e-learning as the default route to large-scale training, delivering frequently at high volume and low cost
- Encourage the development of generic business skills and knowledge through business universities
- Large corporations have the resources to acquire smaller, smarter businesses

Government

- Paternalistic attitude towards learners and citizens
- Invest heavily in alliances with large powerful corporations
- Pursue goals of greater access to education for all
- Regulates in favor of powerful institutions (e.g. IPR disputes)

Considering the other scenarios, with "Back to the Future," colleges and universities ignore or adamantly reject the use of technology for delivering e-learning. With the "U Choose" scenario, institutions rely on early adopters among their faculty to promote e-learning, but offer no systematic instructional support for them or institutional plan to organize their e-learning efforts. Under this scenario, a limited number of courses are offered from a variety of departments, but collectively these courses do not translate into certificates or degrees being offered at a distance. With the "Web of Confidence" scenario, learners are empowered to control their own learning - using whichever means and models suit them. Learners are willing to challenge the norms of the establishment and are confident about their technology skills and resourcefulness. This creates a new environment for higher educational institutions to operate. Institutions are forced to confront fundamental questions about the style and quality of their teaching and address how they compete with non-conventional rivals: businesses, charities and online community groups from around the world. Institutions embracing the changes inherent within this scenario offer far more customized modular innovative learning experiences, while pushing more content and interaction online.

The Edinburgh Scenarios provide readers with four useful perspectives to analyze and interpret issues offered in this report. The committee did not become aware of the Edinburgh Scenarios until the process of deliberation was nearly completed. During the discussions and the writing of this report, the committee members sometimes encountered divergent points of views on trends, interpretations of the importance of data, and issues. The Edinburgh Scenarios offer a model that represents the committee's various perspectives.

The Futuring Process: Trend Extrapolation—Predicting Impacts of Trends

The Task Force utilized Trend Extrapolation as a tool for predicting the impact of past, current, and future trend patterns and their potential for shaping distance learning in higher education for the future. Trend extrapolation is a tool that is easy to use, requires few resources, utilizes current experts in the field as primary sources for trend identification, uses environmental scans to strengthen results, focuses on cause/effect relationships among trends, enables practitioners to determine internal strengths within the organization as well as external threats and opportunities, and allows for systematic review of trend patterns through the exploration of past and current conditions, enabling participants to project logical trend patterns of the future.

Seven steps were followed to complete the trend extrapolation process:

(1) identify baseline trends,
(2) complete a trend map of the organization,

(3) conduct environmental scans,
(4) extrapolate key trends,
(5) identify cause/effect relationships,
(6) determine future opportunities and threats, and
(7) prepare a forecast for Ohio.

Step 1: Identify Baseline Trends

With rapid technological change in recent years, it is paramount that distance learning program administrators understand how to manage this change. Reviewing past or current practices of how distance learning has been shaped by administrative decisions that react to rapidly changing technology provides a sense of what has worked well and what has not. Task Force members researched current trends impacting the field of distance education and explored other trends that may impact the field in the future. During this process they were asked to be prepared to discuss any requirements and/or expected standards for program delivery from any accrediting agency to which their institutions are responsible and to begin thinking about future trends that they believe will impact distance learning.

To discover future trends, Task Force members were asked to examine trends in the following areas:

- computer hardware and software development
- infrastructure development
- faculty roles
- funding for higher education
- socio-demographic projections for the state of Ohio
- innovative ideas in distance learning and in higher education
- current best practices in distance learning program administration
- the history of distance learning and key trends that influenced its development
- current trends that influence the management and leadership of distance learning programs

Step 2: Complete a Trendmap of the Organization

The Task Force used baseline trends to develop a Trendmap. A Trendmap is a tool that tracks recent trends and events that have influenced the organization. During this process, Task Force members were asked to analyze the preceding four decades, 1960-2000, recall innovations and concepts that influenced the development, management, and leadership of distance learning programs, and to map out current trends, innovations, and ideas that currently impact the study of distance learning programs.

Step 3: Conduct Environmental Scans

An environmental scan examines internal institutional trends as well as external institutional trends. Specifically, the Task Force members examined the following:

Internal

- Trends and patterns that currently influence an institution's distance learning program.
- Identifying the institution's internal strengths and weaknesses in supporting distance learning programs.

External

- Identify trends outside of the organization that currently or could potentially influence the pathway of the organization.

Steps 4 & 5: Extrapolate Key Trends and Identify Cause/Effect Relationships

Using the Trendmap data, the Task Force determined what trends would look like in the future (five to ten years). It is at this point in the trend extrapolation process that the value of identifying the trends that are most likely to impact the issue being studied becomes significant, and where a greater investment in evaluating the trend and projecting the evolution of the trend comes to fruition.

The Task Force extrapolated trends exploring the interrelatedness of trends. The "drivers" (significant influencers on the issue being studied and the building blocks for making future projections) also were identified.

Step 6: Determine Future Opportunities and Threats

Once extrapolated trends were reviewed and determined to be driver or dependent trends, the Task Force examined any challenges or opportunities presented. Task Force members focused on determining what preparation is needed to ensure that identified threats will not negatively impact distance learning programs. They also prepared ideas for how administrators will be able to use potential opportunities to their advantage.

Step 7: Prepare a Forecast for Ohio

Lastly, the Task Force reviewed all of the data collected concerning trend review and developed a forecast for the leadership and management of distance learning programs. The intent was to understand what the state of distance learning might look like for the next five to ten years. With this forecast, the Task Force proposes developing a training

program to prepare distance learning administrators for the future. In addition, OLN will use this forecast when considering innovations in distance learning.

Extrapolation Results

Task Force members decided trends would be examined based on occurrences that occurred "Pre-1990" and "Post-1990." In addition, six major categories of trends were identified as critical to the administration of distance learning programs:

(1) Faculty Issues,
(2) Funding and Policy,
(3) Curriculum,
(4) Learning,
(5) Technology, and
(6) External Factors.

Appendix 3 provides a list of the Pre-1990 and Post-1990 trends identified by the Task Force members for these six categories.

Driving Trends

From the list of the six major categories of trends identified as critical to the administration of distance learning programs, the Task Force determined the driving or most significant trends that impact the current and future administration of distance learning programs. These trends should be the basis for making projections concerning the future of distance learning in Ohio.

The following is a chronological summary of the driving trends identified by Task Force members.

Pre-1990s Driving Trends

Faculty

1. Traditions of professoriate clear and well-defined (tenure, academic freedom, intellectual property, governance, experts in content, and peer review)
    a. Post-WWII rapid increase in faculty
    b. Focus on sciences (increased funding)
    c. Higher education moving along with society

Learning

1. "Sage on the stage"
2. Teacher-student-centered

Technology

1. Technology always changing
2. Technology follows the philosophy of learning

Post-1990s Driving Trends

Faculty

1. Demand for accountability (business model: external influences over the curriculum)
2. Market forces ("Marketization" of higher education)
    a. Change in the role of Faculty
    b. Culture/Traditions of Faculty – Academic Freedom, Evolution of Scholarship, Tenure and promotion, intellectual property
    c. Innovation
        i. Pre-1990s→science
        ii. Post-1990s→more diverse group of faculty

Funding and Policy

1. More complexity and competition for less money

Curriculum

1. More demands and stakeholder involvement
2. Higher accountability

Learning

1. Shift to consumerism: student as customer, businesses, etc.
2. Learning not dependent upon time and place

Technology

1. Technology is always changing (faster)
2. Creates anytime, anywhere, anyplace communication
    a. Technology is central to learning

External Factors

1. Technology is more accessible and accepted
2. Desire for convenience (Consumerism)
3. Increased competition

Best Practices

To understand the relationship between Ohio college and university distance learning programs and driving trends in the field, Task Force members cataloged best practices in the institutional management of distance learning programs and internal and external barriers to distance learning.

Table 2: Best Practices in Distance Learning Programs

Category	Best Practices
Faculty	▪ TLT model (Faculty Driven) ▪ Required Training ▪ Faculty Learning Communities ▪ Involvement with Quality Control o Use of Quality guidelines, i.e. OLN, Distance Education Guidelines for Good Practice (DDL) ▪ Action research; mentoring ▪ Assignment of instructional designers to assist faculty in course construction (DDL)
Funding and Policy	▪ DL Policy Lab at SERB ▪ Differentiated Staffing ▪ One tuition rate for all DL courses ▪ Enlist other sectors of the institution early in processes ▪ include evaluation and assessment (program, course, scope)
Curriculum	▪ OLN Quality Report ▪ Lab Courses ▪ Modularized Courses ▪ Hybrid Courses ▪ Market focus ▪ Team approach to development (technologist, administrators, faculty) ▪ Integration of technical support, training for faculty, and student services at the instructional level (DDL)

Category	Best Practices
Learning	▪ Interaction L-L, T-L ▪ Learning centered models ▪ Testing Center ▪ Collaboration; active learning; mentoring. ▪ One point of contact for DL support ▪ Integration of technical support, training for faculty, and student support services (DDL) ▪ Assurance of ADA compliance (DDL) ▪ Sharing and distributing of Copyright compliance (DDL)
Technology	▪ Tegrety ▪ CMS ▪ CAS ▪ Wireless ▪ Student Service support ▪ Integration of institution's enterprise system with learning management system ▪ 24x7 support ▪ knowledgeable staff ▪ multiple options available to students (for content delivery) ▪ back-up systems ▪ centralized support ▪ I-Net 2 ▪ Constant research of new hardware and software and frequent technical assessments (DDL)
External Factors	▪ AZ Board of Regents learning centered model ▪ OH Knowledge Works ▪ SOMACS Contract ▪ Smarthinking ▪ SLOAN Consortium, Merlot, USDLA ▪ Partnerships with other Colleges ▪ OLN ▪ Partnerships with K-12

Table 3: Internal and External Barriers Impeding Ohio Institutions

Category	Barriers Impeding Best Practices
Faculty	1. Individual Actor a. "My course" b. Intellectual property c. Workload d. Failure factor e. How does administration understand my role as faculty? 2. Workload and program need a. How is reward affected 3. Integrity of degree, program, and course content 4. Adjuncts a. Balance of adjuncts and full-time faculty b. How to get the respect of the full-time faculty 5. Control a. Curriculum b. Syllabus c. Text choice d. Quality e. Prerequisites f. "The show"—mine vs. team—Individual teaching to team teaching 6. Tenure a. Are DL / web courses included in tenure review? 7. Reward system a. Compensation b. Compensation for DL development c. "Merit"—the value assigned to DL / Web instruction 8. US / THEM attitude 9. Professional development training a. Support 10. Recognition of DL / Web-instruction is curriculum development 11. "Fear factor" 12. Graduate education and employment expectations
Funding and Policy	1. Multiple layers of competition for limited money, sources of funding, students, recognition 2. More competition for less money 3. Accountability a. Sources of support have different definitions of accountability b. Justifying quantitatively c. Demonstrating outcomes d. Whether programs are profitable

	4. Federal intervention
	  a. Student aid
	  b. "No child left behind"
	5. Delivery of DL
	  a. Funding for development
	  b. Cost of technology
	  c. Responsibility Centered Management & Research and Development
	  d. Who delivers? (responsibility)

Curriculum	1. Explaining the course development process and potential
	2. Being sensitive to curriculum approval process
	3. Support faculty as subject matter experts (SMEs)
	4. Defining an effective assessment strategy
	5. Holding DL curricula accountable
	  a. Regional accreditation
	  b. Discipline-specific accreditation
	6. Responding to curricular needs of industry, business, students

Learning	1. Helping faculty focus on learning outcomes 2. Demonstrating that learning outcomes can be achieved in a DL format 3. Assisting faculty in rethinking learning methodology 4. Explaining/ accepting the idea of student as consumers 5. Moving a structured learning system to a flexible one 6. Adapting teaching methods to the technology (Web, video conferencing, etc.)

Technology	1. "Technology is always changing" a. Cost to keep pace with technology i. Staffing ii. Hardware / maintenance iii. Training iv. Student support v. Consumer expectations b. Student access to the technology i. Digital divide ii. Compatibility issues iii. Learning curve c. Faculty resistance issues i. Quality ii. Rewards / compensation iii. Promotion and tenure issues iv. Disciplinary uniqueness (certain disciplines are more compatible with DL design) v. Assessment 2. Failure to comprehend the cost of implementing and sustaining DL 3. "Techie" enthusiasm 4. Organizational support issues a. Knowing where technology is, how to use it, where (sources / support reside) b. Decision-making process not inclusive (all stakeholders involved) 5. CMS issues 6. Choosing, changing, upgrading, supporting, affording
External Factors	1. End of monopoly and the Balkanization of higher education a. Denial and avoidance b. Protection of tradition i. Of higher education ii. Personal (survival, lifestyle, office hours, etc.) c. End of monopoly 2. Boundaries are challenged a. Fee structures b. Physical issues c. "gentlemen's agreement" 3. Partnering, collaborating, reducing redundancy

Summary and Issues to Explore

The Task Force developed a broad perspective concerning past, current, emerging and future trends that are critical for distance learning administrators. Further work needs to be completed addressing some of these with special consideration of barriers that challenge the successful administration of distance learning programs.

The Task Force members and OLN leadership could not reach consensus on the need to develop a training program for distance learning administrators based on the information presented here. It is recommended that this report be forwarded to the professional development committee of OLN for further review.

Task Force members were concerned with the need to find ways to enhance learning. While this is a complex task, it is recommended that OLN stimulate discussion of the key emerging issues that impact how our students learn. Faculty should play a key role in this process. The following emerging issues are recommended to be assigned to the appropriate OLN committees (If an appropriate committee does not exist, it is recommended that OLN consider creating one to explore these issues.):

Issue 1

Student Self-directed Learning

How can the current carriers of the Carnegie model and current structures of institutions of higher learning be overcome to allow students to select learning opportunities that meet their educational needs?

These discussions could include:

- Assisting institutions to create course modules
- Proposing models of an LMS structure that allows for open entry/open exit/flexibly scheduled courses
- Learning based on competency exams rather than credit hours
- Develop ways to discuss the redefining of faculty roles towards that of a director/facilitator on campuses
- How can institutions employ multiple learning environments?

****Refer to Academic Outreach Committee**

Issue 2

External Factors to Support New Learning Initiatives

How can funding/oversight sources be educated about the need for a change in structure for how learning is delivered? How can we generate funding for change?

These discussions could include:

- Need to move learning towards competencies and get support for this from funding sources and accrediting bodies
- How do we educate legislators in the need for economic support of reform?

****Refer to the OLN Governing Board**

Issue 3

Institutions Working as Partners

How can we remove the barriers that impede shared degrees, degree completion projects, etc?

These discussions could include:

- How can institutions eliminate internal policies and procedures to allow for course/shared degree/degree completion projects?
- How can institutions share technical, financial, physical and fiscal resources better to deliver distance learning programs?

****Refer to Academic Outreach Committee**

Issue 4

Technology

- How can we better monitor changing technology?

****Refer to Emerging Technologies Committee**

Issue 5

Distance Learning Administration

- How can we better prepare Ohio College/University distance learning administrators for the emerging trends of distance learning?

****Refer to Professional Development Committee and Academic Outreach**

Issue 6

Economic Incentives and Support

- How can OLN provide support for new initiatives aimed at addressing the emerging issues of distance learning?

****Refer to OLN Governing Board**

APPENDICES

I. Task Force Deliberation Process / Methodology & Meeting Schedule

II. Original Charge to the Task Force on the Future of Distance and e-Learning in Ohio

III. Pre-1990s and Post-1990s Trends in Distance Learning

APPENDIX I

Task Force Deliberation Process / Methodology & Meeting Schedule

The Task Force used meeting times to discuss the various components of the charge, draft responses, and share relevant resources. During meetings Task Force members worked both in large and small groups. Between meetings, resulting drafts and notes were sent for comments and revisions. Task Force members were divided into small groups to focus on the trend categories, and listservs and e-mail were used to discuss trends between meetings. The final report was researched, drafted, and compiled by the Chair and OLN staff. This reported was vetted by the OLN Academic Outreach and Professional development committees in April 2004. The final report was presented to the OLN Governing Board in May 2004.

Meeting Schedule

August 7 & 8, 2003, Deer Creek Resort and Conference Center, Mt. Sterling, OH

- Introductions
- Discuss Task Force Charge
- Discuss trends in distance learning Pre-1990s and Post-1990s regarding major issues, including Faculty, Funding & Policy, Curriculum, Learning, Technology, and External Factors
- Perform environmental scans of Task Force members' respective institutions
    - What is your institution doing? What are your strengths? What are your barriers?
- Discuss environmental scans

September 15, 2003, Holiday Inn on the Lane, Columbus, OH

- Discuss Best Practices (strengths and weaknesses)
- Perform Driving Trend Extrapolation
- Trend Extrapolation wrap-up and next steps

October 24, 2003, OhioLINK Conference Room, Columbus, OH

- Review identified trends
- Discuss internal and exterior barriers to institutions in distance learning

December 19, 2003, OhioLINK Conference Room, Columbus, OH

- Review identified trends and complete final trend analysis
- Describe internal and external influences in distance learning
- Groups report on listserv conversations
- Discuss how trends and best practices will be addressed
- Discuss outcomes of the Task Force agenda

APPENDIX II

Original Charge to the Task Force

The OLN Task Force on the Future of Distance and e-Learning in Ohio is charged with:

- Examining ways in which to better prepare Ohio colleges and universities for the administration of distance learning programs, both currently and in the future.
- Providing data on future trends to assist administrators of distance learning programs in Ohio;
- Discussing strengths and weaknesses of current Ohio college and university distance learning programs;
- Creating a training initiative for Ohio college and university distance learning administrators; and
- Identifying key barriers to distance learning programs and assigning these to appropriate OLN committees for future consideration.

APPENDIX III

Pre-1990s and Post-1990s Trends in Distance Learning

Pre-1990s

Faculty

- Do not see value of DL
- Faculty owned content
- Open admissions
- Post-WWII rapid increase in faculty
- Unionization of faculty
- Traditions of professoriate clear and well-defined (tenure, academic freedom, intellectual property, governance, experts in content, peer review)
- Technical backgrounds not required
- Publish or perish
- Caste system of faculty
- Traditional reward system matched responsibilities
- Focus on sciences; increased funding
- Faculty place-bound

Funding and Policy

- Less reliance on tuition
- Greater state support
- Values-based funding
- Funding because an institution is "good"
- Faculty determined policy
- Perennial and constant funding

Post-1990s

Faculty

- Change in the role of Faculty
- Culture/Traditions of Faculty—Academic Freedom, Evolution of Scholarship, Tenure and promotion, intellectual property
- Trend toward unionization of part-time adjuncts and TAs and GAs
- Students become customers
- Democratization of higher education—More education for all
- Demand for accountability—business model, external influences over the curriculum,
- Periodic reform efforts from political left and right

Funding and Policy

- Decrease in state support
- Traditional institutional support for DL is under-funded– institutional budgeting practices
- Market driven
- Increased Legislative Scrutiny
- Increased public scrutiny
- Outcome-based funding
- Outside source funding
- Private sector funding/partnerships
- FTE funding
- Scrutiny of DL funding

Pre-1990s

Curriculum

- Faculty owned and operated
- Learning to make a life
- Emergence of community colleges
- Positive governmental influence
- General Ed
- Less choice and access
- Less access to content
- Less influence by external forces
- Less impact of IT
- Institution-based degrees and curriculum
- Curriculum is static

Post-1990s

Curriculum

- Greater access/choice
- Specializations
- Market-driven
- Experimentation with different types of packaging: modularization
- Slow general movement to more intra-campus collaboration, at the department level for curriculum development
- General increase in acceptance of DL
- Increased traditional faculty criticism of quality of DL
- Traditional academic model being applied to DL
- People who drive values focus on the environment to drive the values
- Collaborative curriculum between institutions
- Less faculty control over curriculum
- Massification of education
- Technology is driving curriculum delivery
- Not tracking DL costs

Learning

- Smaller class size
- One-way construction: instructor/knowledge
- Traditional age: beer and circus
- Focus on 4 year degrees
- Seat-time
- Carnegie Unit
- "Sage on the stage"
- Textbook influenced
- Residential campuses
- Libraries

Learning

- Selective admissions
- Faculty role is facilitator of learning
- Learner-centered
- Diverse student population/Changing demographics
- Emerging role of women: Influence of curriculum, teaching, change
- Shift to consumerism: "student as customer"
- 2 year college impact
- Emergence of e-learning as biggest DL force
- Next 10 years – increased friction between those in E-learning and those in the traditional college campus culture regarding the meaning and definition of "learning"
- Less emphasis on "college experience"
- In tune with technology

Pre-1990s	Post-1990s
	Learning (continued)
	• Increased post-grad distance opportunities (MA's, PhD's, etc.). • Learning outcomes include more application of knowledge • Increase of virtual student services and virtual community • More of a focus on scholarship being teaching • Influence of K-12 technology • Students more prepared than faculty (technology) • Increase in class size-use of teaching assistants • Greater need for remediation • Greater influence from vendors • Change in environments where learning takes place
Technology	**Technology**
• Chalk-talk, mimeographed, books, scantron, typewriter • Labor-oriented, mechanical-oriented technology • Size of technology • Learning curves of pre-90s • Telecourses • Cost not as significant • Information not as easily accessible	• Cost and access relationships (digital divide and socioeconomic status) • Technology is always changing • Learning technology will not become ubiquitous, there will always be a learning curve for student and faculty • Increase in need for technology support and instructional designer support • Outsourcing • Creates anytime, anywhere, anyplace communication • Higher expectation for immediate information • Increased access to uncensored information (wherein lies the truth) • Provides diversity of delivery that still fits the traditional model • Delivery is determined by availability of technology • Requires institutions to engage in more training activities • Expectation of proficiency and use is changing • Increased influence of IT in educational process

Pre-1990s

External Factors

- Technology will change education
- Legislation less intrusive
- Higher education inherently "good"
- Textbook companies
- Military influence: higher ed subsidization for science research
- Political Correctness
- Positive government support
- Greater connection to societal needs

Post-1990s

External Factors

- Competition between institutions
- DL used as enrollment management tool
- Competition from private sector
- Imitating industry
- Protection of tradition
- Globalization
- For-profit expansion
- Increased legislative/governmental intrusion
- Community influence/expectations
- Availability of technology
- Internet Access
- "Technology is going to change higher education"
- If economy improves funding does not necessarily improve
- Rapid pace of change in technology
- Industry influence on curriculum
- Higher Ed as an industry
- Business model of higher education