



Best Educational E-Practices (BEEP)

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Overcoming Organizational Obstacles to E-Learning Access

“To make the most of learning with the Internet, we will have to address serious issues.”
([The Power of the Internet for Learning](#), Report of the Web-Based Education Commission, 2000)

Administrative Issues

- **[“Alternative Futures for Distance Learning.”](#)** Article by Murray Turoff, New Jersey Institute of Technology, in *Online Journal of Distance Learning Administration* 1(1), Spring 1998. Offers problems and possible solutions in the areas of commercialization of higher ed, erosion of tenure and other faulty considerations, the economics of e-learning, and the very nature of learning.
- **[“Asking the Really Tough Questions.”](#)** Article by Barbara Gellman-Danley and Marie J. Fetzer, Monroe Community College ((NY), in *Online Journal of Distance Learning Administration* 1(1), Spring 1998. Identifies potential problem areas that must be considered when setting e-learning policy: academic, fiscal, geographic, governance, labor-management, legal, and student support.
- **[“Barriers to Distance Education As Perceived by Managers and Administrators.”](#)** Article by Zane L. Berge and Lin Y. Muilenburg in *Distance Learning Administration Annual 2000*. Results of a survey that identify the strongest and weakest barriers to e-learning.
- **[Course Administration Principles for Distance Learning.](#)** University of Massachusetts. A draft document that offers practical solutions for issues like home-campus determination, administrative policies for managing e-course registrations, facilities management, and FTE.
- **[“Higher Education in an Era of Digital Competition.”](#)** Comprehensive article by Donald E. Hanna, University of Wisconsin, in *JALN* 2(1), March 1998. Examines the organizational structures of extended traditional universities (e.g., Washington State University), for-profit universities (e.g., University of Phoenix), distance education/technology-based universities (e.g., British Open University), corporate universities (e.g., Disney), university/industry strategic alliances (e.g., Georgetown University/UOL Publishing), degree/certification competency-based organizations (e.g., Regents College, NY), and global multinational universities (e.g., Global U).
- **[“Making Informed Decisions About Staffing and Training.”](#)** Award-winning paper by Peter Williams, Texas A & M, in *Online Journal of Distance Learning Administration* 3(2), Summer 2000. Results of a study to determine the competencies and roles needed in distance education for use in creating and evaluating staff positions related to e-learning.
- **[“Policy Frameworks for Distance Education.”](#)** Award-winning paper by five University of Nebraska staff members, in *Online Journal of Distance Learning Administration* 3(2), Summer 2000. Identifies seven areas that need attention in planning policy: academic, governance/administration/fiscal, faculty, legal, student support services, technical, and cultural.
- **[The Power of the Internet for Learning.](#)** Report of the Web-Based Education Commission to the President and the Congress of the United States. A December 2000 comprehensive overview for e-learning administrators at all levels. Includes discussion of the challenges/opportunities of access via broadband technologies; improving technological professional development; correcting a paucity of research and development on the subject of e-learning; preparing compelling online content; removing regulatory restrictions to e-learning; insuring privacy/protection (as well as access to those with disabilities); and finding sufficient funding.
- **[Rethinking Academic Management Practices.](#)** Article by Emory McLendon and Peter Cronk, University of Southern Queensland, Australia, in *Online Journal of Distance Learning Administration* 2(1), Spring 1999. Looks at the evolution of distance delivery models from correspondence to multi-media, then telelearning, and finally flexible learning. Presents the challenges of and possible solutions to student entry requirements, enrollment, progression, nature of study materials, and approaches to assessment.
- **[Strategic Plan for Distributed Education.](#)** Indiana University. Provides recommendations for integrating e-learning into the mainstream of the teaching/learning process and building a robust structure to support it. Includes a downloadable sample CD-ROM.

Cost Issues

- [Determining the Costs of Online Classes.](#) An interactive Web site developed by Brian M. Morgan of Marshall University (West VA) to help users determine if the development of a particular online course is economically feasible for their institution.
- [“Evaluating the Benefits and Costs of Mediated Instruction and Distributed Learning.”](#) Results of a project at California State University that include [BRIDGE](#), a downloadable simulation model, to compare the cost of expanding a campus based on distributed technology vs. classroom technology.
- [The Power of the Internet for Learning - Funding for E-Learning.](#) Part of the Web-Based Education Commission’s [report](#). Examines the elements of e-learning costs at all levels.
- [Technology Costing Methodology Project.](#) Western Interstate Commission for Higher Education. Ongoing project to develop an authoritative e-learning costing methodology.
- [“Why Do Educators Embrace High-Cost Technologies?”](#) Article by three faculty at the University of Alabama, in *Online Journal of Distance Learning Administration* 2(4), Winter 1999. Defends what may seem additional costs of Web-based instruction as often a redistribution and/or short-term.

Regulatory Issues

- [Distance Education Legislative Links.](#) A Web site developed by the Instructional Telecommunications Council that covers recent Federal e-learning legislation.
- [The Power of the Internet for Learning – Removing Regulatory Restrictions to E-Learning.](#) Part of the Web-Based Education Commission’s [report](#). Discusses the problems posed by existing statutes and regulations.
- [Proposed Rules and Regulations Governing Distance Learning.](#) Arkansas Dept. of Education. One state’s effort to devise rules and regulations distinct to e-learning.
- [Survey Report of SREB Regulations As They Apply to Distance Learning.](#) Results of a 1996 survey of the fifteen member states of the Southern Regional Education Board to identify state legislation and policy.

Issues of Access for People with Disabilities

- [“Access to Educational and Instructional Computer Technologies for Postsecondary Students with Disabilities.”](#) Report by Catherine Fichten, Dawson College, Canada, and others as EvNet Working Paper #4, 4/22/2000. Based on three empirical studies, this delineates the barriers students reported, as well as suggestions for solutions.
- [Academic Program Access for Students with Disabilities.](#) California State University. One institution’s official policy to ensure compliance with all Federal and State legislation.
- [Distance Learning and Students with Disabilities.](#) Conference presentation by Norman Coombs and Richard Banks, [EASI](#) (Equal Access to Software and Information). Examines the problems posed by various technologies and ways to transcend them.
- [Distance Education: Access Guidelines for Students with Disabilities.](#) California Community Colleges. Comprehensive policy related to all forms of equipment used in e-learning. Includes the [WAI](#) (Web Accessibility Initiative) Guidelines for Accessible Web Site Design.
- [Educational Technology: Assuring Access for Students with Disabilities.](#) Missouri Assistive Technology. Questions and answers about the Americans with Disabilities Act and ways of accomplishing access.
- [Frequently Asked Questions About Access for Students with Disabilities.](#) A brief guide prepared by [RESNA](#) (Rehabilitation Engineering and Assistive Technology Society of North America) excerpted from a full US Department of Education document.
- [National Disability and Assistive Technology Resources.](#) Web site maintained by [RIATT](#) (Research Institute for Assistive and Training Technologies). Links to national clearinghouses, information providers, resource directories, and documents.

Instructional Issues

BEEP #8, May 2001, will deal entirely with faculty-related concerns in an e-learning environment.

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