

Introduction

% Content Delivered Online	Type of Course	Typical Description
0%	Traditional	<ul style="list-style-type: none">•no online technology•content is delivered in writing or orally.
1 to 29%	Web-Facilitated	<ul style="list-style-type: none">•some web-based technology•course management system (CMS) or web pages used to post syllabus, assignments, course notes, ...
30 to 79%	Blended/ Hybrid	<ul style="list-style-type: none">•blends online and face-to-face delivery•substantial proportion of content delivered online•uses online discussions, and some face-to-face meetings.
80+%	Online	<ul style="list-style-type: none">•most or all of content delivered online•no face-to-face meetings.

Allen and J. Seaman, *Growing by Degrees: Online Education in the United States, 2005*, The Sloan Consortium, http://www.sloan-c.org/resources/growing_by_degrees.pdf (accessed March 3, 2006).



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Level	Name	Description
1	Administrative/ Web-enhanced	<ul style="list-style-type: none">•no course content•administrative information (syllabus, schedule, contact info., ...)
2	Supplemental/ Web-enhanced	<ul style="list-style-type: none">•some course content (course notes, handouts, ...)•available material as an additional point of reference
3	Essential/ Web-centered	<ul style="list-style-type: none">•majority of course content and materials•student cannot be a productive member of the class without regular Web access•use of asynchronous tools
4	Communal/ Web-centered	<ul style="list-style-type: none">•Blended/hybrid course•Retains traditional classroom meeting but makes steady use of the Web course site.•Use of asynchronous and synchronous tools
5	Immersive/ Completely online	<ul style="list-style-type: none">•"distance education" or "distributed" courses.•Virtual learning community.•Extensive use of asynchronous and synchronous tools

Adapted from "The five levels of web use in education: Factors to consider in planning online course," by S. W. Harmon and M. G. Jones, 1999, *Educational Technology*, 39(6), p. 28-32.



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