Introduction:
Twenty Years of Online Learning Research

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With the announcement of our latest issue of *Online Learning* we report the achievement of a significant milestone. The current issue marks our 20th year of continuous publication! While there have been some significant transitions in these two decades, including a name change from the Journal of Asynchronous Learning Networks (JALN) and a merger with MERLOT's Journal of Online Learning and Teaching (JOLT), our commitment to advancing the scholarship of online education has remained a constant. We believe the current issue of the journal reflects that commitment and invite you to read, cite, and share it with colleagues.

The first three articles in this issue examine online learning at different scales from massive, to "traditional" to one-on-one. We begin with "Creating a Sticky MOOC" an examination of Massive Open Online Courses that addresses the topic of attrition, a persistent (though some argue misplaced), concern about MOOCs. The authors are Barbara Oakley of Oakland University, Debra Poole of Central Michigan University, and MaryAnne Nestor of Kent State University, writing about the MOOC course titled "Learning How to Learn". As we consider the impact of new online platforms and their capacity to reach audiences worldwide this course is particularly significant both for its topic and its enrollments. The course had nearly a million students from over 200 countries in its first year, and well over a million in 18 months, making it the world's most popular MOOC to date. In this study the authors conducted a factor analysis to better understand the variables associated with the relatively high levels of persistence of students. Oakley and her colleagues report that conceptual clarity, a warm, engaging, and consistent instructor, helpful assessments, and thoughtful format and timing are factors associated with higher levels of persistence. The article is significant for MOOC research in that it is among the first to identify such factors in large format courses though similar results have been documented in research on "traditional", i.e. smaller format online courses.

In the second article, "The Impact of Previous Online Course Experience on Students' Perceptions of Quality" the authors, Emily Hixon, Penny Ralston-Berg, Janet Buckenmeyer, and Casimir Barczyk of Penn State World Campus examine other dimensions of quality in traditional online courses. The paper investigates differences in students' ratings relative to their experience level in taking online courses using items derived from the popular Quality Matters framework. They find that very experienced online students, those who have enrolled in seven or more courses, differ from novice students in their perceptions of the importance of course and instructor attributes to their learning. Replicating some of the findings of Oakley and her colleagues in the MOOC context, the authors report that very experienced online learners understand that their success requires that courses be presented in a logical, consistent, and efficient manner. In contrast novice online learners are more concerned that instructors address proper netiquette, i.e. basic rules of interaction in the course.

The next paper "Emotional Presence in a Relationship of Inquiry: The Case of One-to-One Online Math Coaching" is by Stefan Stenbom and Stefan Hrastinski of KTH Royal Institute of Technology in Stockholm and Martha Cleveland-Innes of Athabasca University and KTH Royal Institute.

This article focuses on online learning at an even smaller scale, investigating dynamics that occur in one-on-one contexts. The article reiterates recent calls to expand the Community of Inquiry framework to include underrepresented constructs, in this case "emotion". This paper reports on both survey and quantitative content analysis to make the case that emotional presence is a construct separate from social presence. In the context of synchronous one-on-one coaching the authors identify many instances of emotional expression that they claim do not overlap with descriptive codes commonly used to identify social presence within the CoI framework. Whether or not we agree that new constructs are needed to enhance the CoI model (and this study sidesteps that issue by presenting a new model called the Relationship of Inquiry framework) there is little doubt that we need to better understand the role of emotion in online educational contexts. This paper advances such understanding and may provide new conceptual tools for further investigation of emotions in online education in other settings.

Similar themes are investigated in the next article, "Chair Perceptions of Trust between Mentor and Mentee in Online Doctoral Dissertation Mentoring" by Linnea Rademaker, Jennifer O'Connor Duffy, Elizabeth Wetzler, and Helen Zaikina-Montgomery of Northcentral University. The authors present a multiple case study of perceptions of trust formation among 16 online dissertation chairs. The central claim is that trust is an essential construct in online doctoral student education and establishing trust in online settings needs further investigation. The authors use a multiple-case study and identify dominant themes and subthemes reflected in their data. This paper reflects the notion that online doctoral students are very much like traditional students. The concerns and anxieties associated with doctoral study can, however, become magnified in the absence of ongoing face-to-face interaction. The paper lays out useful strategies employed by experienced online dissertation chairs to address these issues. It is clear that this work will become increasingly relevant as more institutions develop online doctoral level programs.

The next study, "Student Success Factors in a Graduate Psychology Professional Program is by Noelle Newhouse and Jessica Cerniak of The Chicago School of Professional Psychology. In this work the authors conduct an exhaustive review of the literature on variables associated with success in online courses and determine that little is known about online graduate psychology student outcomes. They conducted a regression analysis on eight potential risk factors for 171 graduate students in two online professional psychology programs and conclude the following: academic probation is associated with both lower final program GPA and a decreased likelihood of graduation; previous graduate school experience and a leave of absence (LOA) also were connected with lower probability of graduation, and failing any course was associated with a lower final program GPA. These results mirror work conducted by the Predictive Analytics Reporting (PAR) framework on success in online courses outside of Psychology and provide guidance for future research to investigate interventions to address these obstacles.

Naren Peddibhotla of the State University of New York Polytechnic Institute reports on an ambitious seven year project to understand the use of case studies in a graduate online business course in the next paper, "Toward an Understanding of Development of Learning to Solve Ill-Defined Problems in an Online Context: A Multi-Year Qualitative Exploratory Study". Using three sources of data, feedback from students, feedback from colleagues, and measurement of student performance, the author describes an iterative process of experimentation and revision in the use of case studies that reflect elements of design-based research. The close and determined analysis utilized in this study will be useful for faculty considering case studies in their own online instruction and for researchers seeking to better understand this online pedagogical approach.

The next study is "Creating Dynamic Learning Communities in Synchronous Online Courses: One Approach from the Center for the Integration of Research, Teaching and Learning (CIRTL)" by Melissa McDaniels, of Michigan State University and Christine Pfund and Kitch Barnicle of the University of Wisconson-Madison. In this paper the authors describe the transition of a face-to-face

mentor training program to a synchronous online course. The authors use survey data to understand whether and how the sense of community of the original program was preserved in the online program. They conclude that both quantitative and qualitative data suggest that approaches used in the synchronous environment were successful in creating a strong sense of community among the participants. The authors offer specific pedagogical methods for cultivating synchronous learning communities online and address issues of scale in such efforts.

Finally in "Utilizing a Simulation within an Online School Technology Leadership Course" by Jesse Strycker of East Caroline University a qualitative case study methodology was used to explore the use of a simulation to attempt to augment field experiences for graduate students in an Instructional Technology program. Noting that practicum courses are very limited the author set out to discover the opportunities and challenges associated with simulating experiences that might otherwise be conducted in the real world for students in a mandated School Technology Leadership course. Using a longstanding simulation reflecting principle of diffusion of innovation this case study concluded that students found the simulation reasonably authentic and developed understanding of the simulation as a system. However some students were disinclined to take risks and struggled to adjust to details within the simulation that conflicted with their existing schema regarding how innovations are diffused within a school setting. The paper is useful in its detailed examination of simulations in this educational context.

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