Student transitions: academic support for online distance students

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Student transitions: academic support for online distance students

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Background
The University of Edinburgh has placed great importance on the development of distance education, with ODL students reporting a higher level of satisfaction than their on-campus counterparts (PTES survey). It can be a common perception that online students have campus envy and/or they have less support available to them.

It is important that the University understands how to support the unique cohort of online distance learners (ODL), many of whom are mature, juggling work/life commitments, and studying part-time. 53% of our research survey respondents work full-time and 24% work part-time.

Results

• Survey findings indicate that levels of self-efficacy and awareness of academic support varies in relation to a range of topics (see image 1).
• Key findings:
  • Students are most confident in relation to: Time management (59%); developing English (50%); and sourcing information (47%)
  • Students are quite confident in relation to: Understanding feedback (65%); group work (65%); critical reading (53%)
  • Students lack confidence in relation to: Dissertation (40%); technologies (35%), understanding data (35%)

Research Project
A joint research project with the Royal (Dick) School of Veterinary Studies and the Institute for Academic Development aims to explore the current provision of academic support available at different transitional stages of the student journey. In doing so, Programmes, Schools and potentially other HEIs, will be better equipped to:
• provide academic support to ODL students which can enhance their student experience;
• potentially reduce attrition rates;
• provide the appropriate academic support at the stages when it is needed.

The aim is to develop a transitions roadmap for academic support for all online distance students as they move into, through, and out of their studies.

Methodology
The initial (pilot) stage of the research (Oct 2017- Mar 2018) included the distribution of a survey (n=17 responses) and interviews (n=3) with students from the online MSc Equine Science programme. This stage has provided a baseline which will be used to prepare and disseminate future surveys, and undertake interviews with other online students, across the University.

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*Acknowledgements: We would like to thank Dr Ian Handel for the creation of this image

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