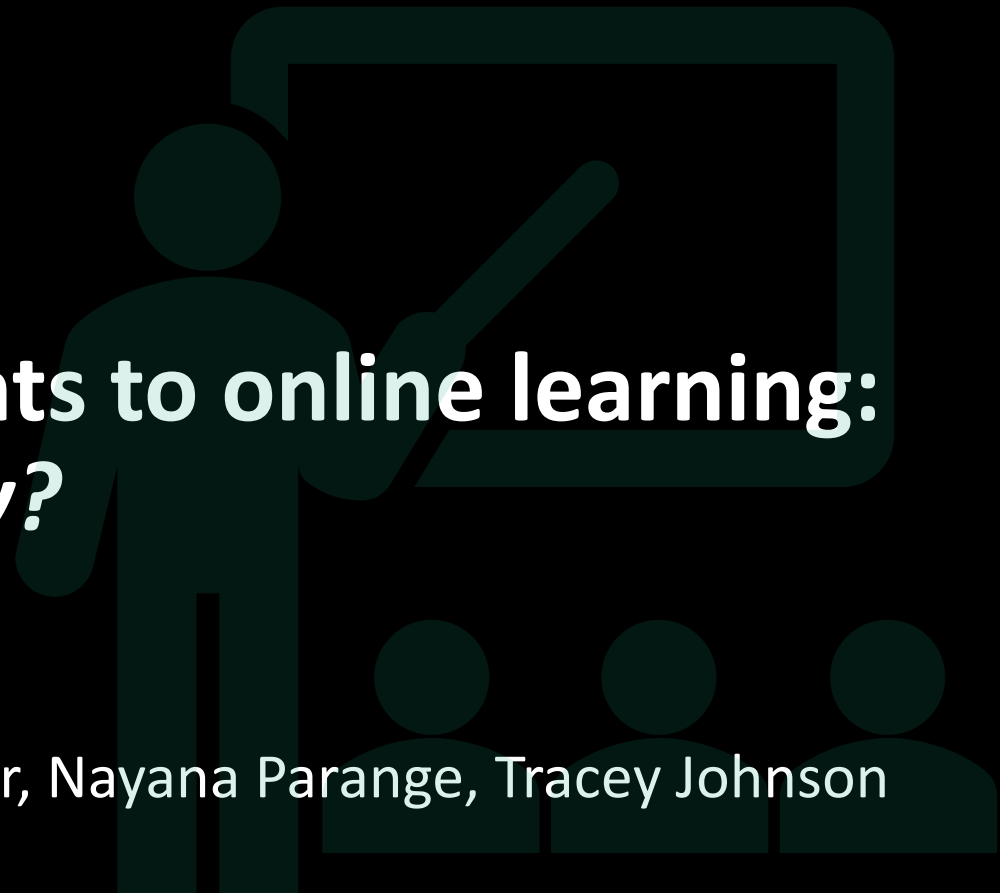




Orientating students to online learning: *who, how and why?*

Katherine Baldock, Katia Ferrar, Nayana Parange, Tracey Johnson



Outline



- Theoretical positioning of adult learning
- UniSA context
- Background to the issue(s)
- Our project & findings
- Take-home messages ... we think
- Discussion points

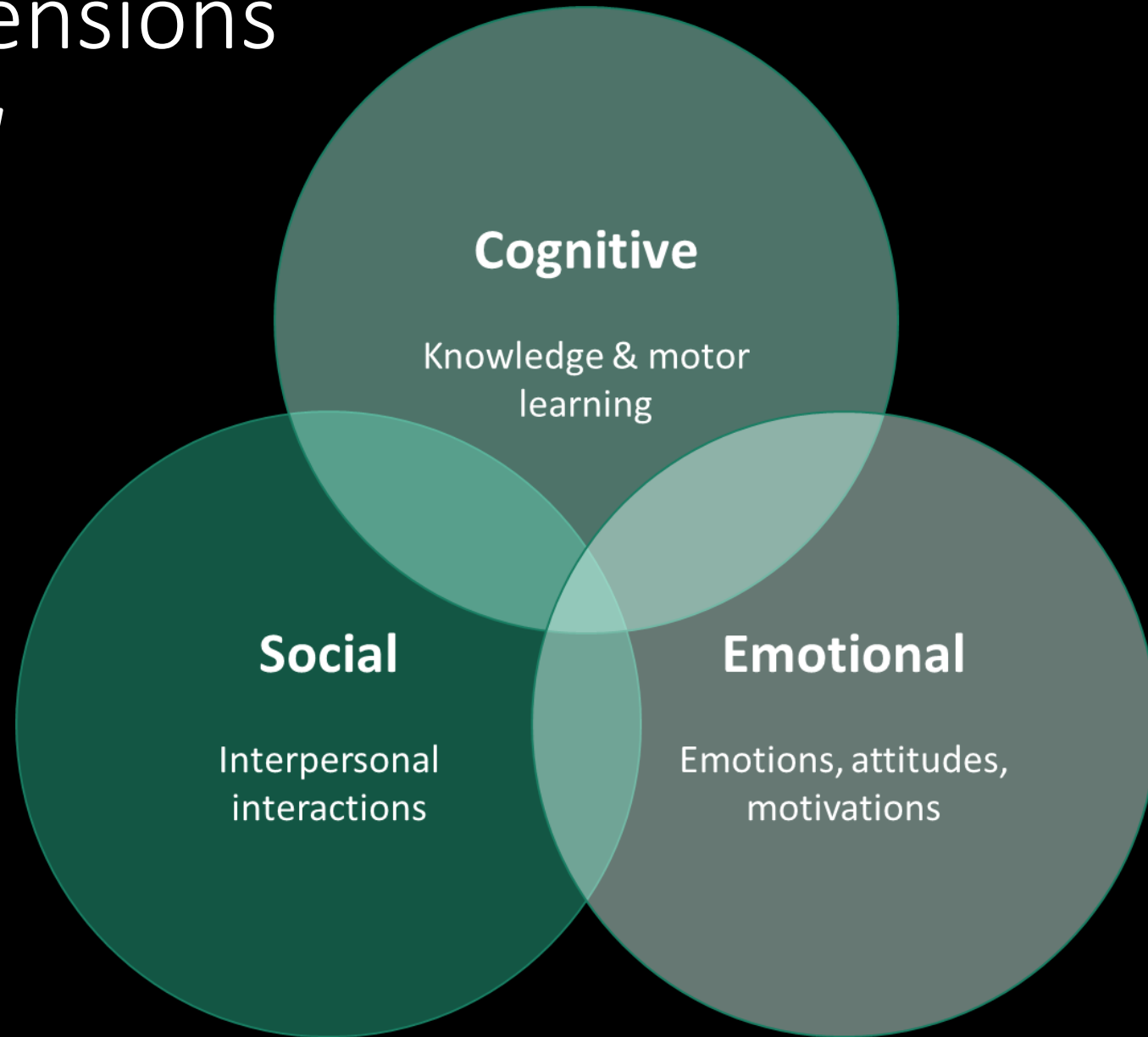
Discussion points



1. How do we solve the issue in a strategic and systematic way?
2. How do we support and develop staff?
3. How do we prepare on-campus students for online learning?

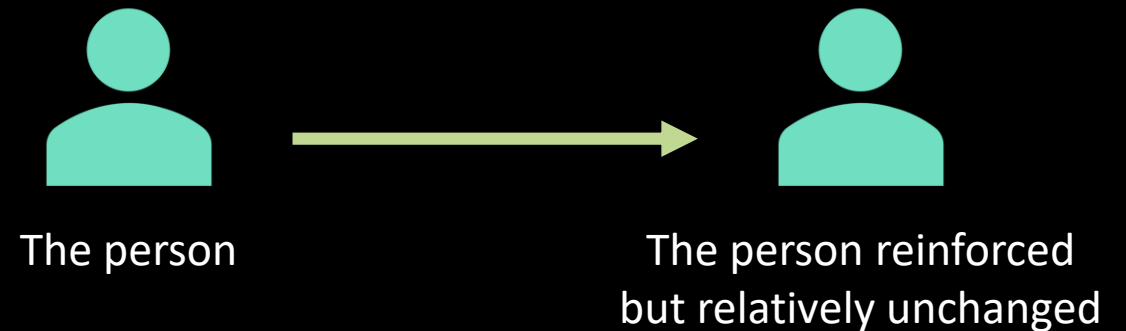
Adult Learning

Three Dimensions of *Learning*



Non-Learning

- Mislearning
- Presumption
- Non-consideration
- Rejection
- Resistance

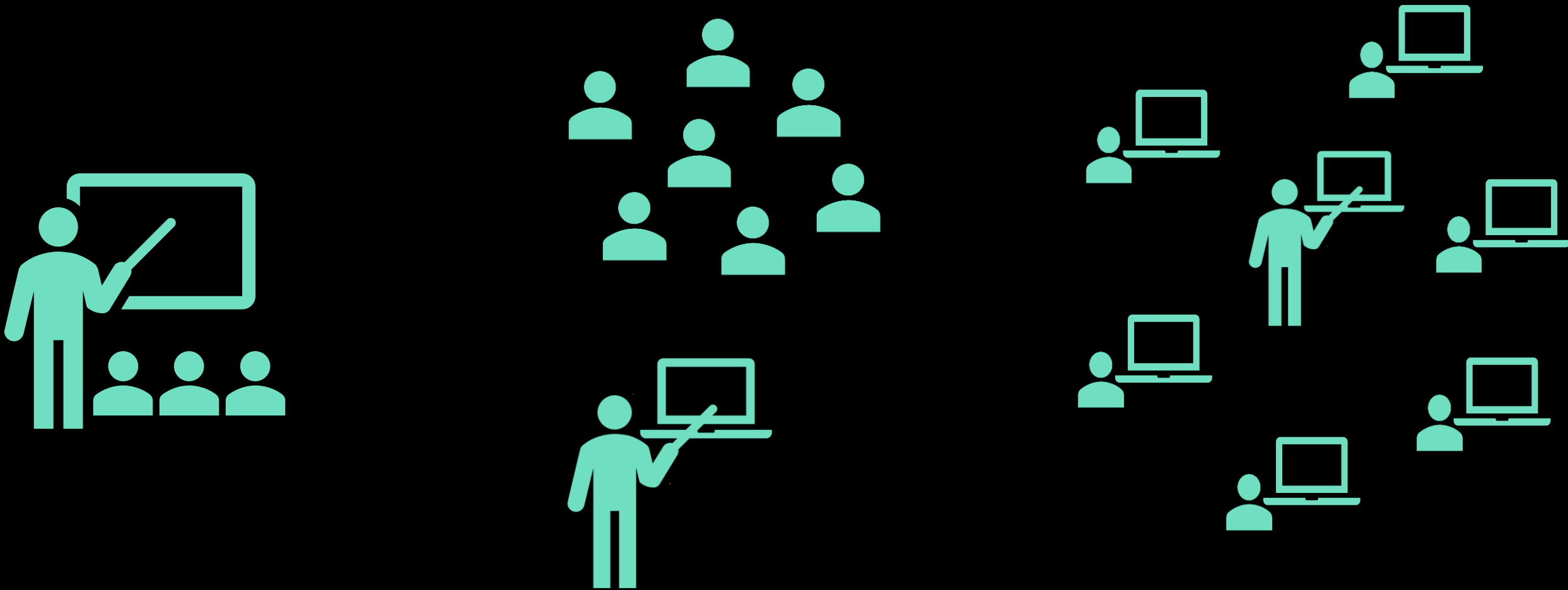


Expectations (students and staff) that students can manage learning in an online environment when they cannot, may lead to non-learning

Androgogy

- Need for Knowledge
- Motivation
- Willingness
- Foundation or Experience
- Self-Direction
- Orientation to Learning

Learning continuum



Pedagogy



Andragogy



Heutagogy

UniSA Context



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UniSA Context



UniSA Context

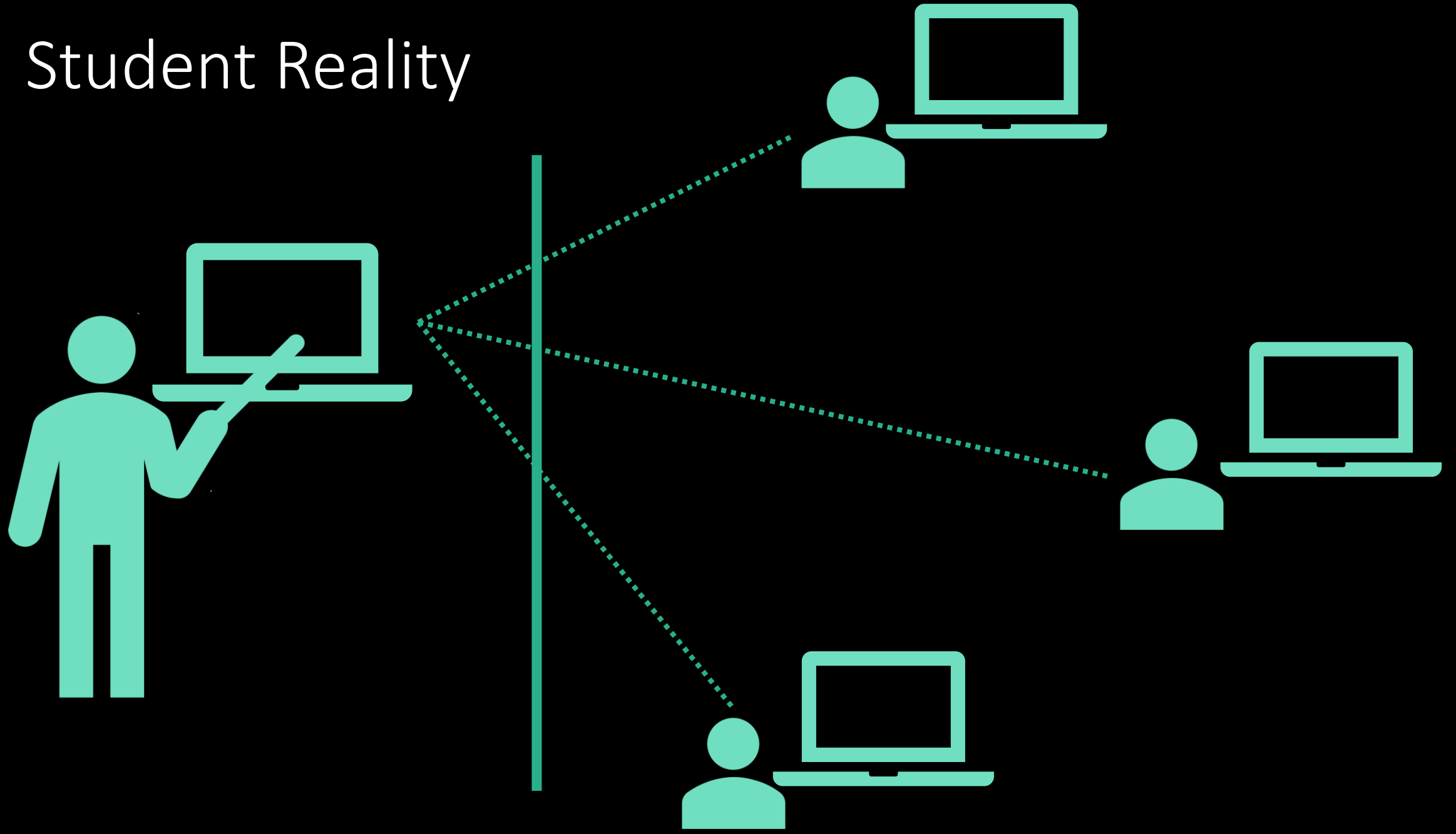
- Goal to deliver 25% of on-campus courses within a program online
- Almost all courses are blended (to some degree)
- On-campus students study fully online courses – often in first year



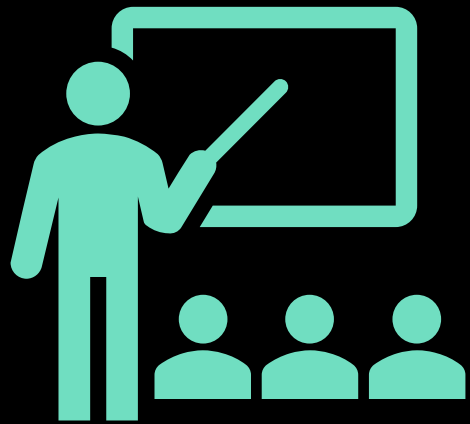
Student Expectations



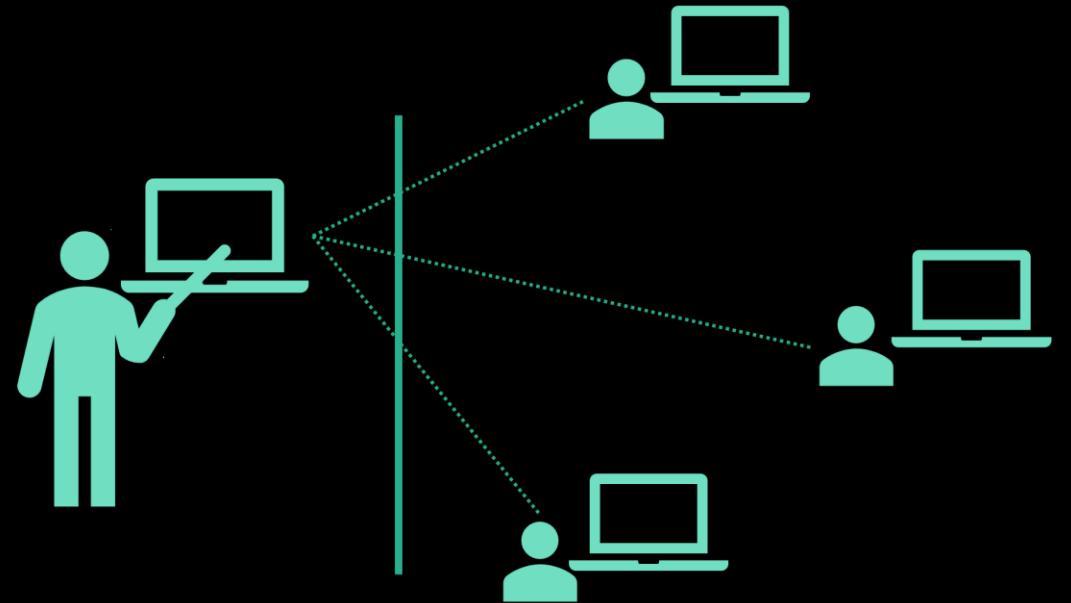
Student Reality



Expectation : Reality Mismatch



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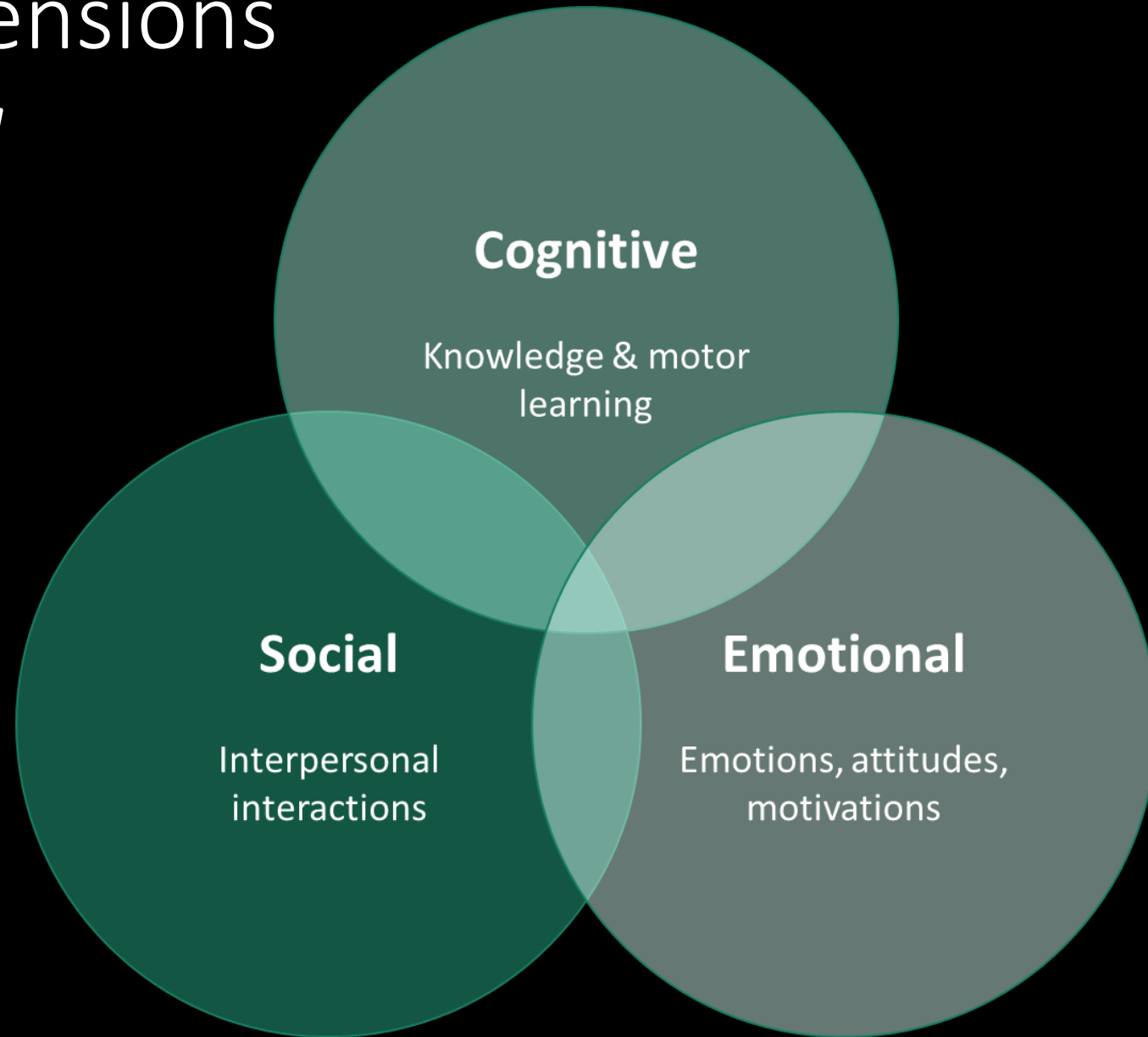


Managing expectations

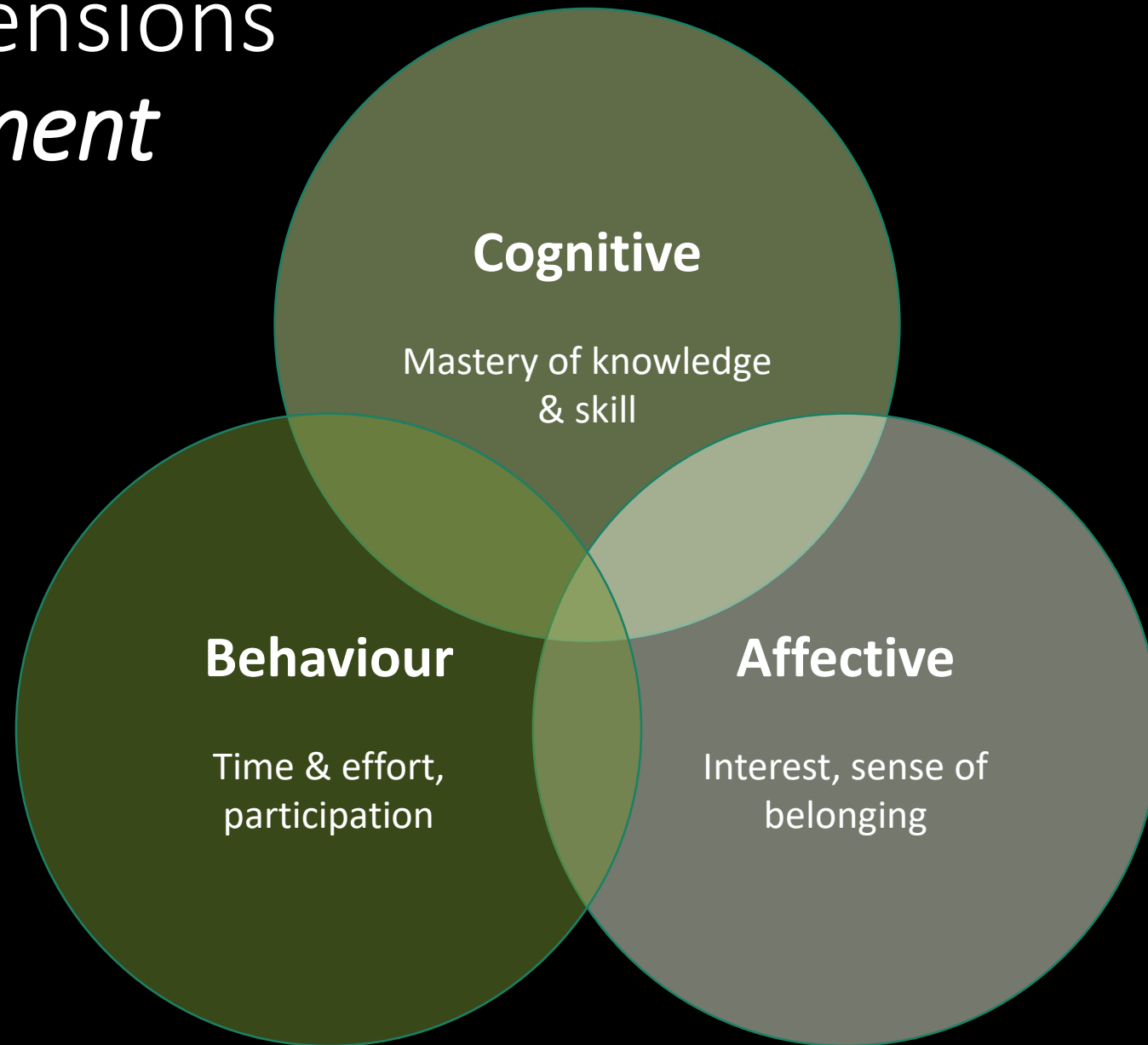
- Managing students' expectations and preparing them for online learning is critical for student engagement
- Engagement is essential for learning



Three Dimensions of *Learning*



Three Dimensions of *Engagement*





University of
South Australia

UniSA Context

- Course evaluation feedback indicates ***negative affective and behavioural elements of engagement*** among first-year UniSA students
- UniSA Online offers best practice, providing students with an orientation and core course which prepares them for online learning
- There is no systematic provision of orientation or preparation for self-directed online learning for UniSA students enrolled on-campus

Global Context

- Evidence suggests that most students need:
 - support for learning online (Kirschner & van Merriënboer, 2013)
 - self-regulated learning strategies (Broadbent & Poon, 2015)
- Facilitating student readiness for online learning (Bernard, Brauer, Abrami, & Surkes, 2004) is critical to online academic achievement
- Experiences of other institutions, combined with the experiences of a cohort of our on-campus students indicating a lack of self-efficacy, support and strategies for online learning, demonstrate a clear need for support in learning online

Our Project

Our Aim

To provide support for online learning
delivered within curriculum

Project Overview

Pilot Study: UniSA Teaching & Learning Development Grant

SP2 HLTH 1044

First-year core course

n=350

SP5 HLTH 1049

First-year core course

n=450

No online learning resources

Student Readiness for Online Learning Scale

Perspectives on Online Learning

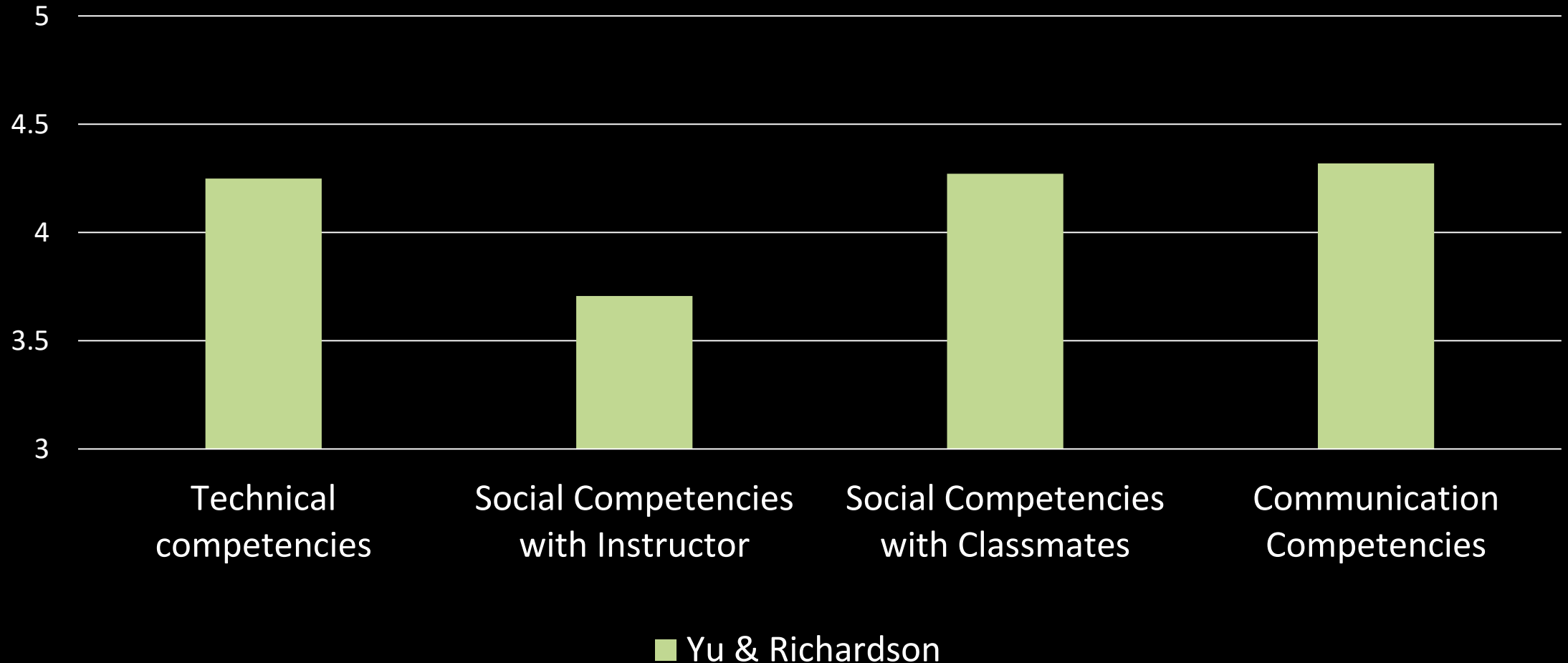
Online learning resources

Student Readiness for Online Learning Scale – course outset

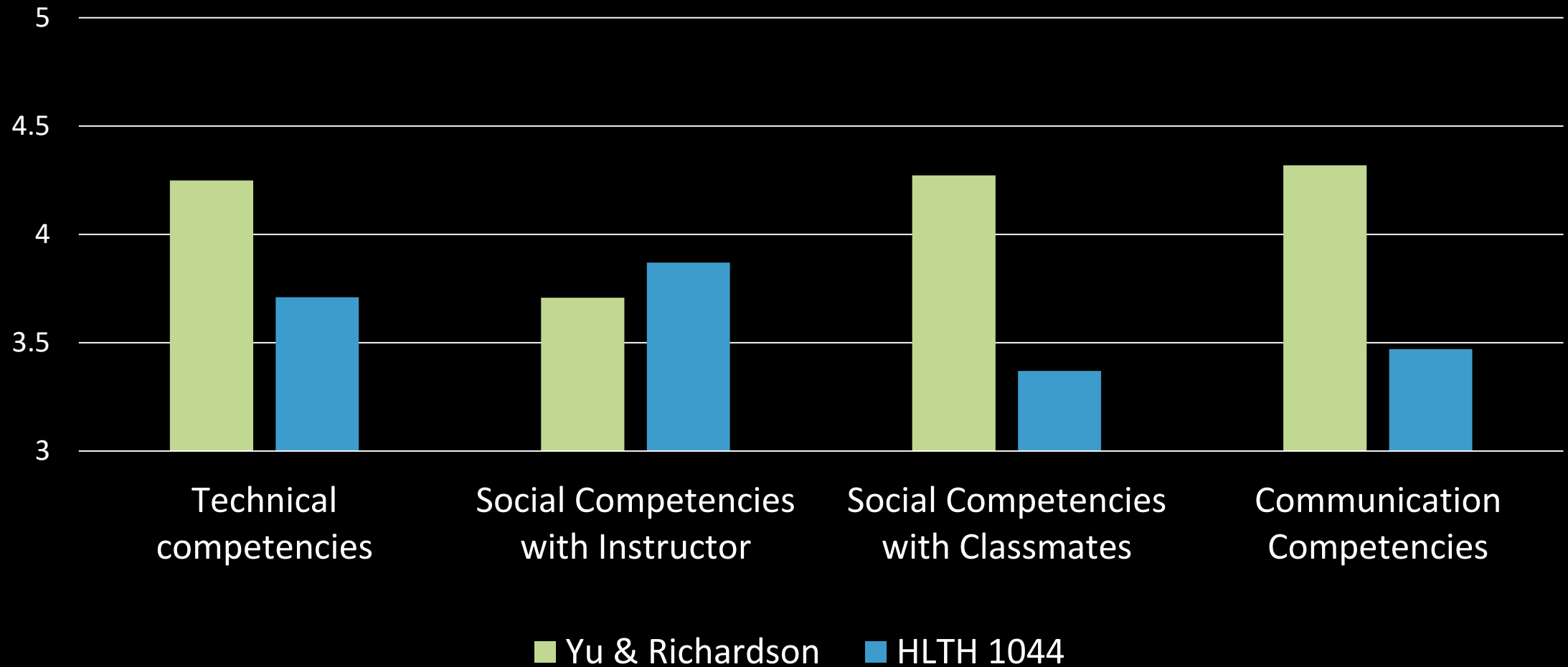
Student Readiness for Online Learning Scale – mid-course

Perspectives on Online Learning

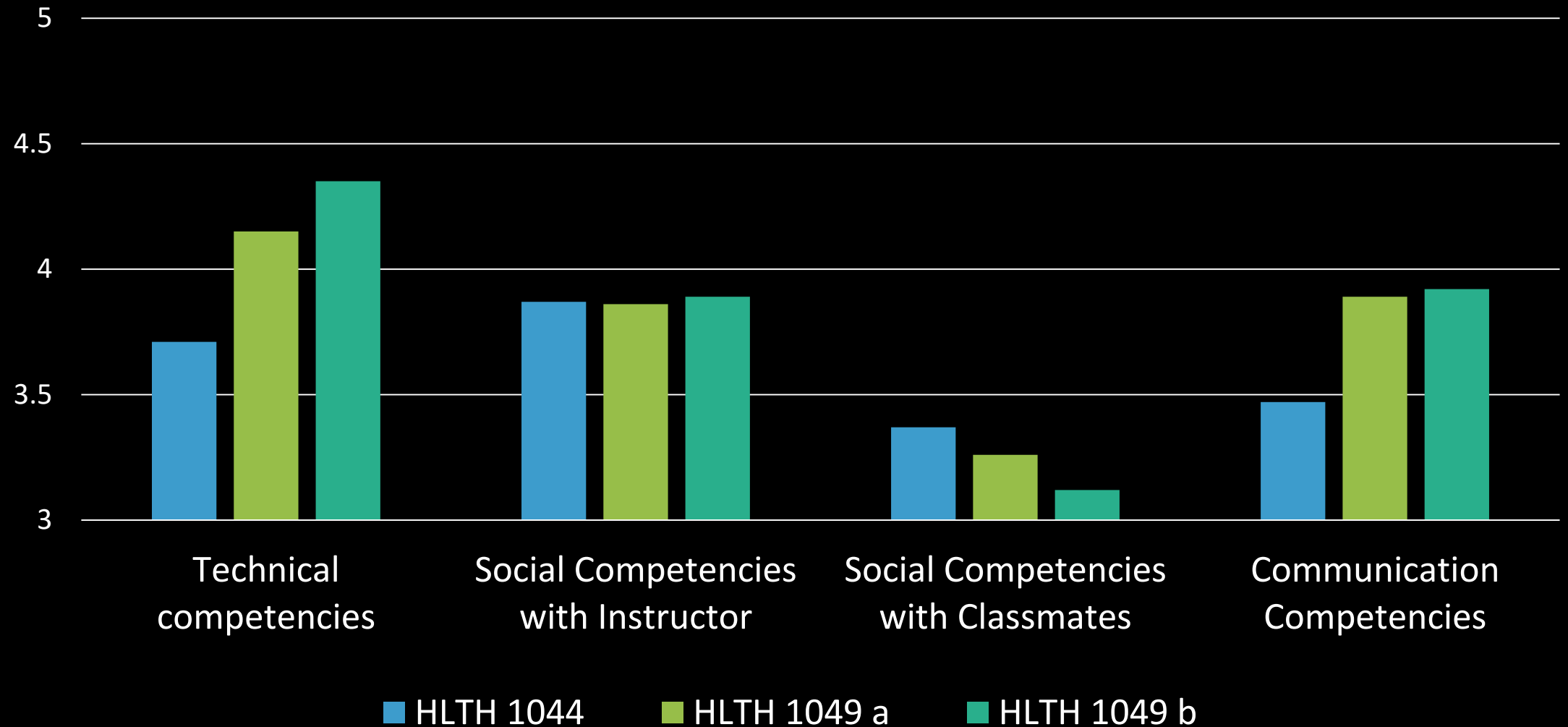
Student Online Learning Readiness



Preliminary Results – Student Readiness



Preliminary Results – Student Readiness



Student Perspectives

	n	% that enjoy
Flexibility of study time	135	92 %
Ability to study at own pace	118	80 %
Technology-enhanced learning	41	28 %
Clear expectations of me	26	18 %
Ease of understanding course material	22	15 %
Interacting with educators online	19	13 %
Interacting with students online	8	5 %
Other	6	4 %

Student Perspectives

	n	% finding difficult
Unsure of what is expected of me	88	60 %
Lack of interaction with educators	86	59 %
Understanding course material	69	47 %
Lack of interaction with other students	63	43 %
Time management	50	34 %
Course site design and layout	43	29 %
Access to technology	15	10 %
Other	10	7 %

Student Perspectives

66%

felt they would have benefited from
orientation to online learning

Student Perspectives on preparation for online learning



Summary

- UniSA on-campus students have relatively low readiness for online learning
- Potential for 'time in system' to improve sense of readiness
- Apparent need for improved instructor and peer interactions online
- Clear need and desire an orientation to online learning, including time management skills

Discussion points



1. How do we solve the issue in a strategic and systematic way?

Discussion points



2. How do we support and develop staff?

Discussion points



3. How do we prepare on-campus students for online learning?