

Supporting student transitions **through engaging online delivery**

English Language and Foundation Studies Centre

A/Prof Michelle Picard & Evonne Irwin

Opportunity through Online Learning

Dr Cathy Stone (2017)

Students from low socioeconomic backgrounds (low SES), students with disability, regional and remote students, Indigenous students, and students who are first in their families to enter university, are represented particularly strongly in online undergraduate programs.

However, both retention and completion rates for online, distance students are considerably lower than amongst those enrolled as on-campus students.

Combined wisdom of practitioners in online learning to inform the development of National Guidelines to Improve Student Outcomes in Online Learning.

OPPORTUNITY THROUGH
ONLINE LEARNING

Improving student access, participation and success in higher education

GUIDELINES FOR IMPROVING STUDENT OUTCOMES IN ONLINE LEARNING

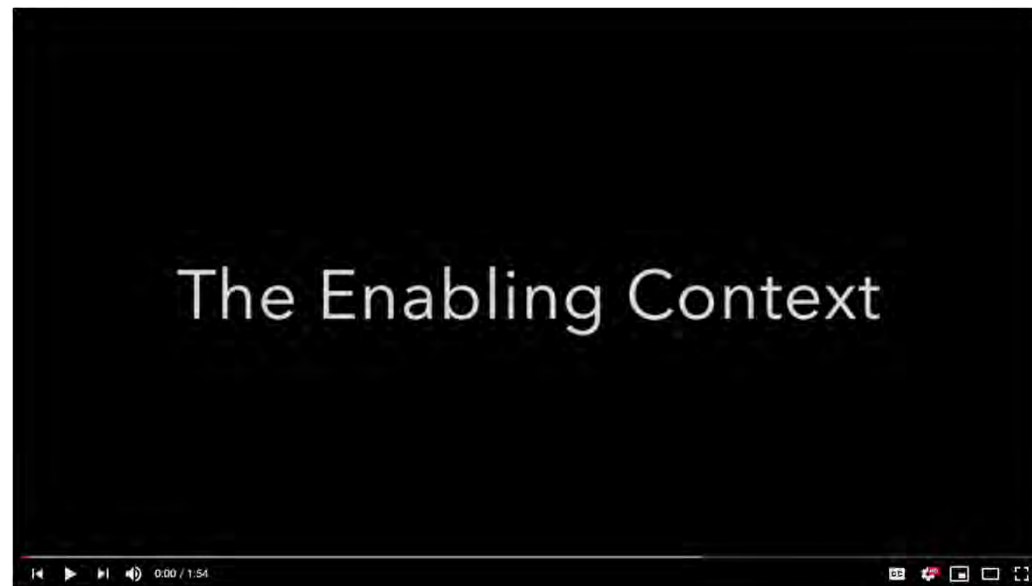
Dr Cathy Stone

- 1. Know who the students are**
2. Develop, implement and regularly review institution-wide quality standards for delivery of online education
- 3. Intervene early to address student expectations, build skills and engagement**
- 4. Explicitly value and support the vital role of ‘teacher presence’**
- 5. Design for online**
- 6. Engage and support through content and delivery**
- 7. Build collaboration across campus to offer holistic, integrated and embedded student support**
- 8. Contact and communicate throughout the student journey**
- 9. Use learning analytics to target and personalise student interventions**
10. Invest in online education to ensure access and opportunity

Open Foundation Online

- From paper-based Distance program to fully online 2012
- Currently 8 discipline-based courses which run part-time across two semesters
 - Law
 - Nursing & Midwifery
 - Linguistics
 - Business
 - Australian History
 - Chem/Life Sciences
 - Introductory Mathematics/Extension Maths
- Foundations of Education (in development: release 2019)
- Environmental Science (in development: release 2020)

1. Know who the students are



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Teacher Presence

Online Learning
Communities

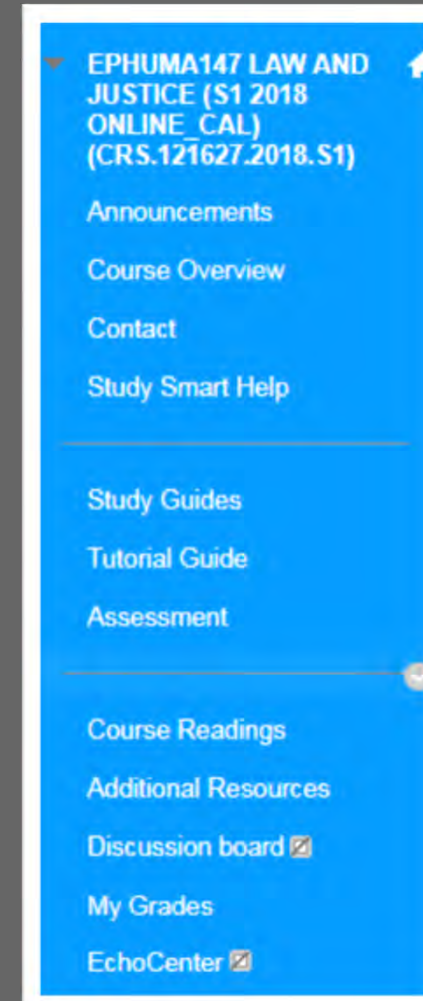
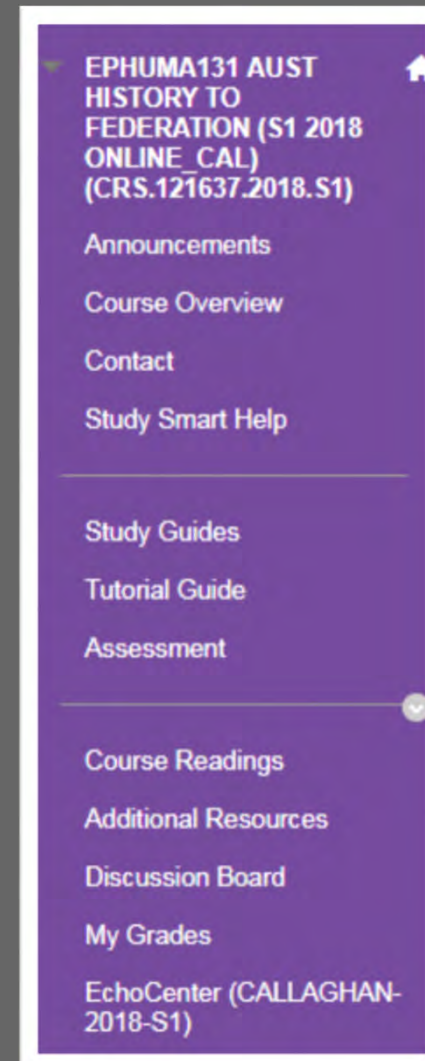
- 3. Intervene early to address student expectations, build skills and engagement**
- 6. Engage and support through content and delivery**



5. Design for online

Navigation – consistent and intuitive

- existing website conventions
- logical menu sequence (not simply alphabetical)
- limit number of menu items
- predictable



5. Design for online

Language/instructions – simple, check assumptions

Sequencing learning

Consider learning preferences and use appropriate pedagogies/methods


Multiple opportunities for feedback and connection

Accessibility

DO THE READINGS, THEY SAID

on?

Susie Online Week 4 Update



it was raining all weekend. I had a great weekend because I met many of you at the Face2Face.

0:07 / 2:04

CC YouTube

2. A Bibliography that has three academic sources the source (electronic is fine), one journal article and one source material correctly.
3. Underneath each source you should write a short an reader what type of source this is, who wrote it and g subject's requirements for an annotated bibliography.

[Rubric](#)

The [Assessment 1 Rubric](#) is the guide as to how marks will be given for an assessment. It is essential that you read, understand

Build collaboration across campus to offer **holistic, integrated and embedded student support**
Contact and communicate **throughout the student journey**

Support

- Explicit
- Timely
- Targeted

Other useful contacts



[Holly Batten—Student Liaison Officer](#)



[Lynda—Administrative enquiries](#)



[Helen Scobie—Counsellor](#)



[Annette Morante—Help with assignments](#)



[Hannah Pipe—Help for Indigenous students](#)



[Anthony O'Brien—Help with the Library](#)



[Simone Nance—Help with English language](#)

The Study Smart Team is available to help you with any problem or question, big or small.

You can find contact details on the [Study Smart Contacts](#) page in the Open Foundation Online program Blackboard site.

You will also find a range of helpful online resources on the [Study Smart Resources](#) page.

Advice for **online educators**



9. Use learning analytics to target and personalise student interventions

Resources

Dinmore, S. & Stokes, J. (2015). Creating inclusive university curriculum: Implementing universal design for learning in an enabling program. *Widening Participation and Lifelong Learning*, 17(4), pp 4-19.

Stone, C. (2017). Opportunity through online learning: Improving student access, participation and success in higher education. NCSEHE 2016 Equity Fellowship Final Report.
<https://www.ncsehe.edu.au/publications/opportunity-online-learning-improving-student-access-participation-success-higher-education/>

Mishra & Koehler (2006). TPACK: Technological Pedagogical Content Knowledge conceptual framework. <http://tpack.org/>

Salmon, G. various works. Carpe Diem and e-tivities.

thank you