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<th><strong>Title</strong></th>
<th>Going Fully Online: An Institutional Approach to Supporting Online Students</th>
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<td><strong>Author(s)</strong></td>
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Going Fully Online
An Institutional Approach to Supporting Online Students

Dr Dianne Chambers
Assistant Dean (Learning Technologies)
Faculty of Education
The University of Melbourne, Australia
<table>
<thead>
<tr>
<th>Proportion of Content Delivered Online</th>
<th>Type of Course</th>
<th>Typical Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>Traditional</td>
<td>Course with no online technology used — content is delivered in writing or orally.</td>
</tr>
<tr>
<td>1 to 29%</td>
<td>Web Facilitated</td>
<td>Course which uses web-based technology to facilitate what is essentially a face-to-face course. Uses a course management system (CMS) or web pages to post the syllabus and assignments, for example.</td>
</tr>
<tr>
<td>30 to 79%</td>
<td>Blended/Hybrid</td>
<td>Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings.</td>
</tr>
<tr>
<td>80+%</td>
<td>Online</td>
<td>A course where most or all of the content is delivered online. Typically have no face-to-face meetings.</td>
</tr>
</tbody>
</table>

- From Allen & Seaman 2005
Defining Online Education

• Totally Online Mode
  – ‘Totally online mode relies on networking as the primary teaching medium for an entire course or program’
    • Harasim (2000)

• Level 9 of Bonk, Cummings, Hara, Fischler & Lee’s (2000) ten level ‘continuum of web integration in college courses’
  – ‘Entire course on the Web for students located anywhere’
The Move to Online T&L
(US figures)

- In 2004 81% institutions of higher education offered at least one fully online or blended course
- In 2004 34% of the institutions surveyed offered complete online degree programs
- Number of online students in US grew to over 2.35 million in 2004 (from 1.98m in 2003)
  - Where ‘online’ was defined as at least 80% of course content delivered online and typically having no face-to-face meetings
The Move to Online T&L
US figures 2005

• 65% of schools offering graduate face-to-face courses also offer graduate courses online
• 63% of schools offering undergraduate face-to-face courses also offer undergraduate courses online
  – Allen & Seaman 2005
Seeing the online experience from the student’s perspective…

- Meeting the needs of the student in an holistic way, not just within subjects
- A sense of being part of a community
- A connection with the people and the university
- A university-wide approach
  - Online education needs to be more than just fabulous online subjects!
University Policies & Online Students (and online staff!)

• What services are available to distant student and distant staff?
  – Student counseling?
  – Learning and language support?
  – Extracurricular opportunities?

• How will these services be provided?
Sources that inform proposed model of supporting online students

• Interviews with academics who teach online
• Interviews with administrative staff involved in recruitment and enrollment processes and who answer student queries
• Interviews with staff who support online students in non-academics aspects of online studies
• Survey of online students
• The literature
Stages of the online experience

  - http://www.westga.edu/~distance/ojdla/winter74/chambers74.htm

Dianne Chambers
d.chambers@unimelb.edu.au
### Who is involved in online education?

**Who does the student interact with?**

<table>
<thead>
<tr>
<th>Role</th>
<th>Recruitment</th>
<th>Enrolment</th>
<th>Induction</th>
<th>Participation</th>
<th>Graduation &amp; beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Local (Divⁿ or Faculty)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• Institutional</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• Alumni Office</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Course Advisors</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Non-Academic support staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Library Staff</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Academic Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Recruitment

- Prospective student considers studies and seeks information about options for studying online
- Prospective student applies to study online with the institution
Recruitment

- Prospective student considers studies and seeks information about options for studying online
- Prospective student applies to study online with the institution
- Desired Outcomes
  - Prospective student finds it easy to access accurate information about online offerings
  - Application forms and all required information are available online
  - Enquiries are responded to promptly, accurately, and in a friendly manner, as this sets the student’s first impressions of the institution
Enrolment

- Student has successfully applied to study with the institution and enrolls
Enrolment

• Student has successfully applied to study with the institution and enrolls

• Desired Outcome
  – All steps of the enrolment procedure to be done online must be clearly described and simple
Induction

• Student has enrolled and should be welcomed so that they begin to establish their sense of belonging with the institution’s community

• Further information should be provided and a course advisor allocated and introduced to each student
Induction

• Student has enrolled and should be welcomed so that they begin to establish their sense of belonging with the institution’s community

• Further information should be provided and a course advisor allocated and introduced to each student

• Desired Outcomes
  – Student feels welcomed by the institution
  – Relevant information is sent to students in a timely manner
  – The student should be introduced to their course advisor and given contact details
Participation Stage

- Where the learning happens!
- Academics are central, but need to be well supported by the university
Participation

- Student engages in online learning in a series of subjects
- Academic and non-academic issues arise that need addressing
Participation

• Student engages in online learning in a series of subjects
• Academic and non-academic issues arise that need addressing
• Desired Outcomes
  – Student feels a part of the institution and its community
  – Academic and non-academic matters are solved in a friendly and timely manner
    - EdFac has an ‘Online Support Coordinator’ who is the single point of contact for non-academic issues (e.g., technical or enrolment)
  – The student feels well supported and has satisfying & successful learning experiences
Graduation & Beyond…

• Student completes course of study, graduates, and moves on
• Further studies may be considered at a later date
Graduation & Beyond…

- Student completes course of study, graduates, and moves on
- Further studies may be considered at a later date
- Desired Outcomes
  - Graduates should be introduced to the alumni network and feel a part of the institution’s alumni community
  - Students value their relationship with the institution
  - The institution should be the first place they consider when graduates contemplate further studies
Stages of the online experience

  - http://www.westga.edu/~distance/ojdla/winter74/chambers74.htm
Conclusions

• An holistic approach is needed that empathises with students and their needs
• Faculty-wide & University-wide processes need to be in place to support online students
  – Need to develop a sense of community & belonging
  – What services can online students expect from Student Services (e.g., Student Counseling, Student Health) and Student Clubs?
• You need to consider much more than what is happening *within* online subjects if you are to teach online
Thank you