

Measuring the Online Student Experience: A Sensemaking Exercise

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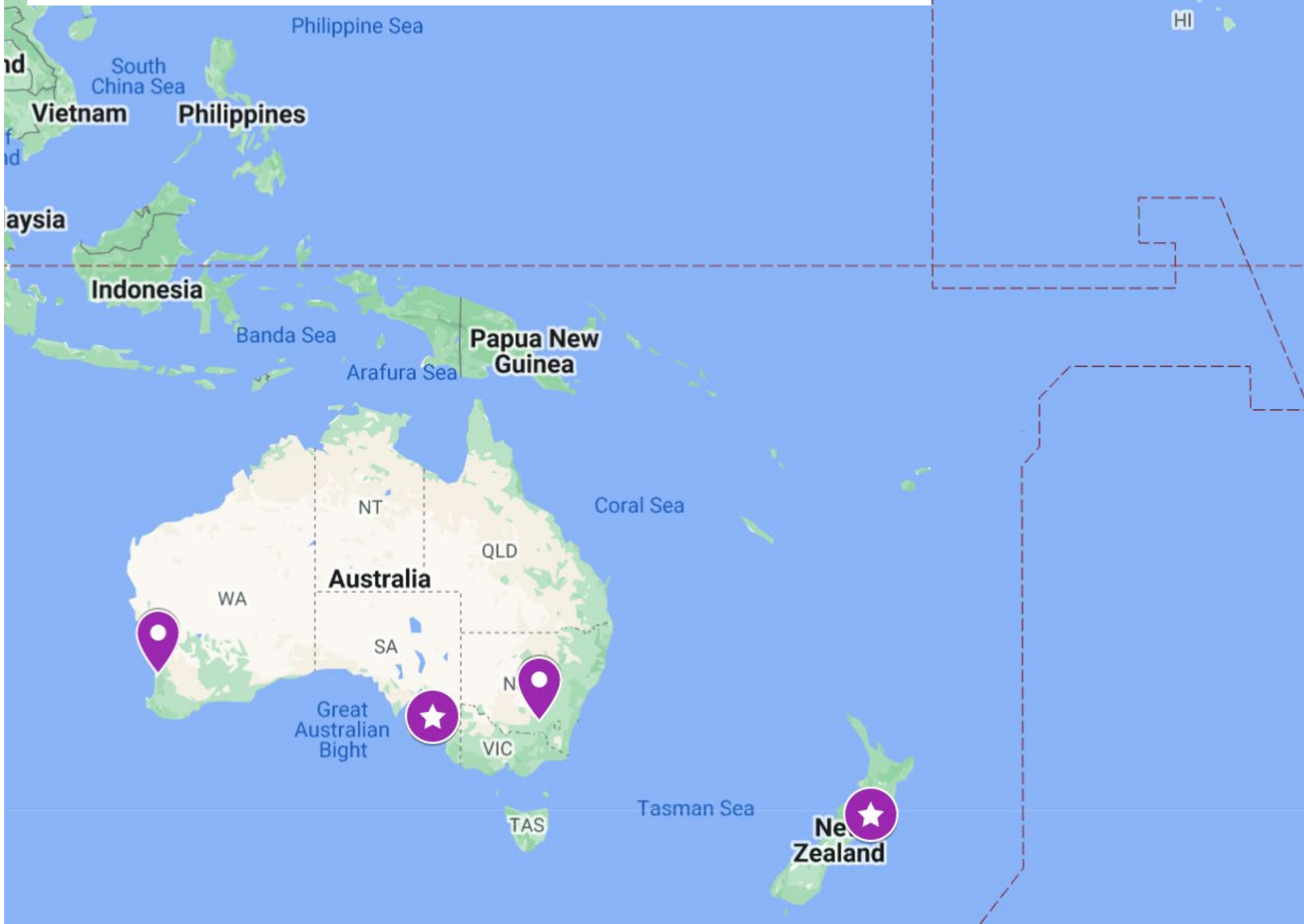
University of South Australia
Adelaide, Australia

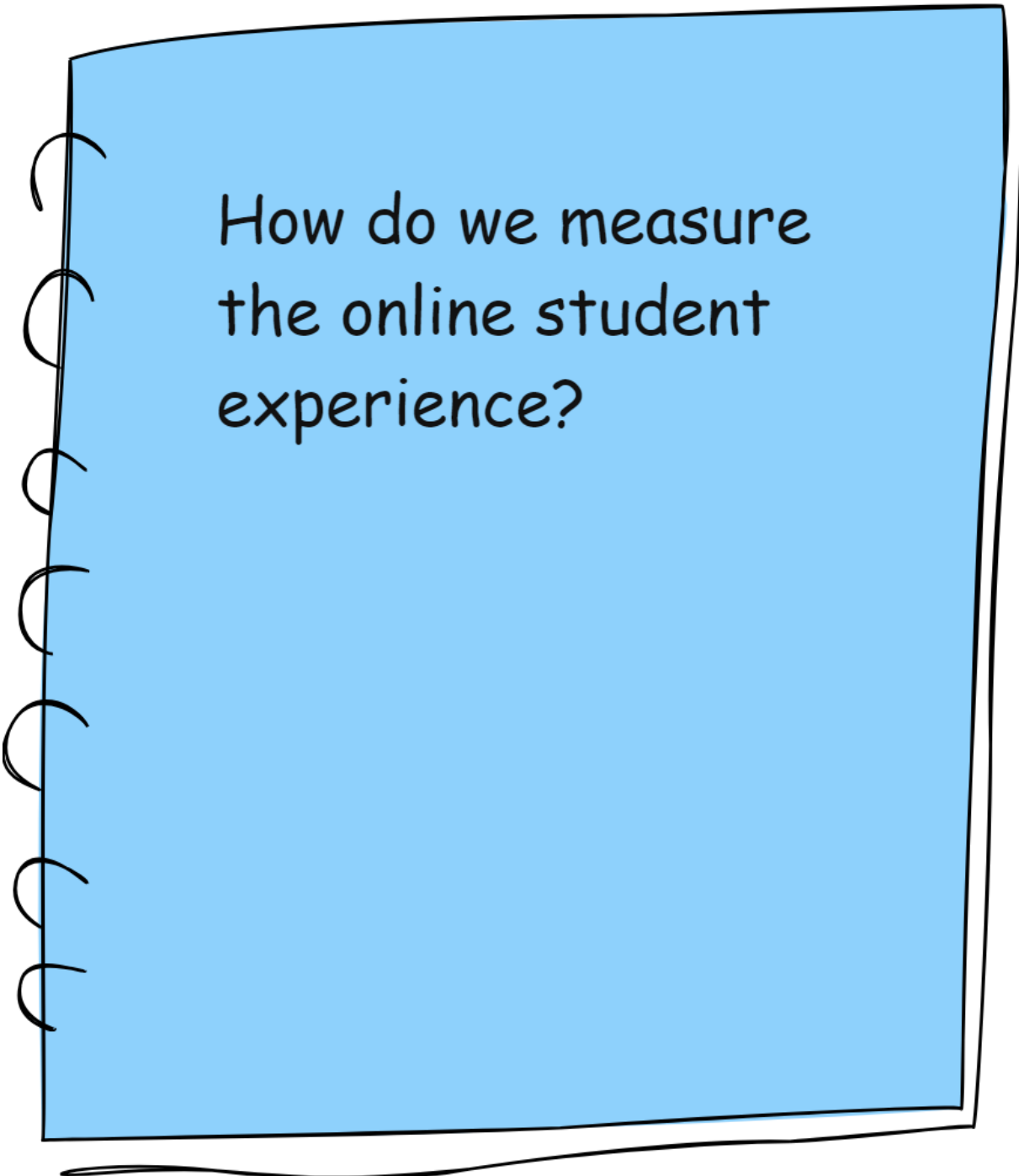


The Technology, Colleges, & Community
Worldwide Online Conference

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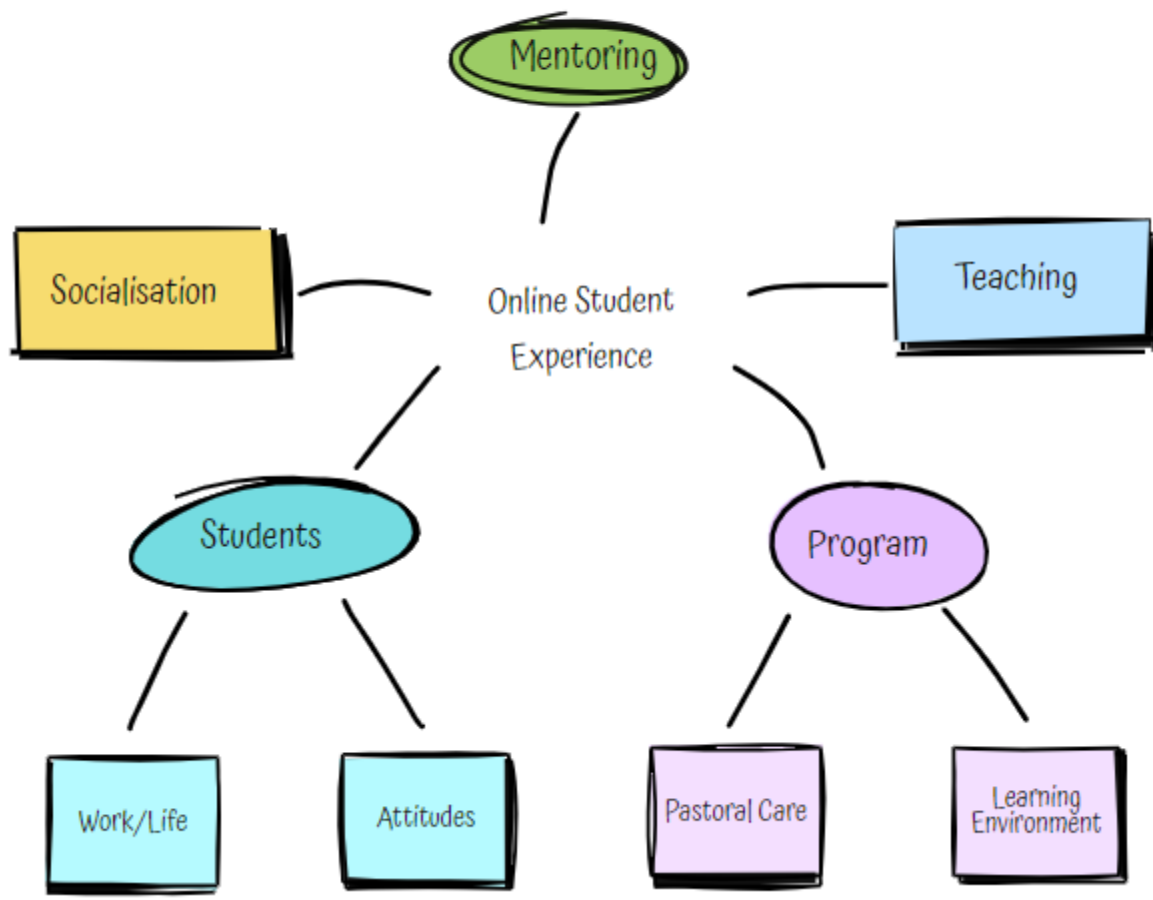
Post-graduate Library & Information Studies Programmes in Australia and New Zealand



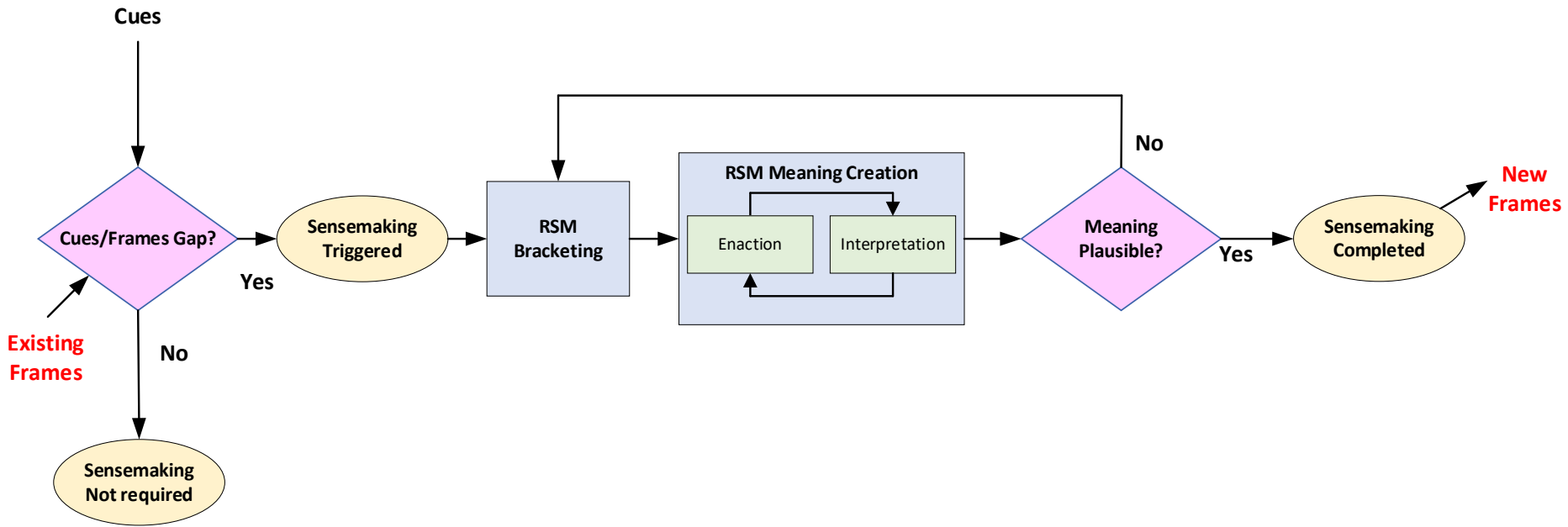


How do we measure
the online student
experience?

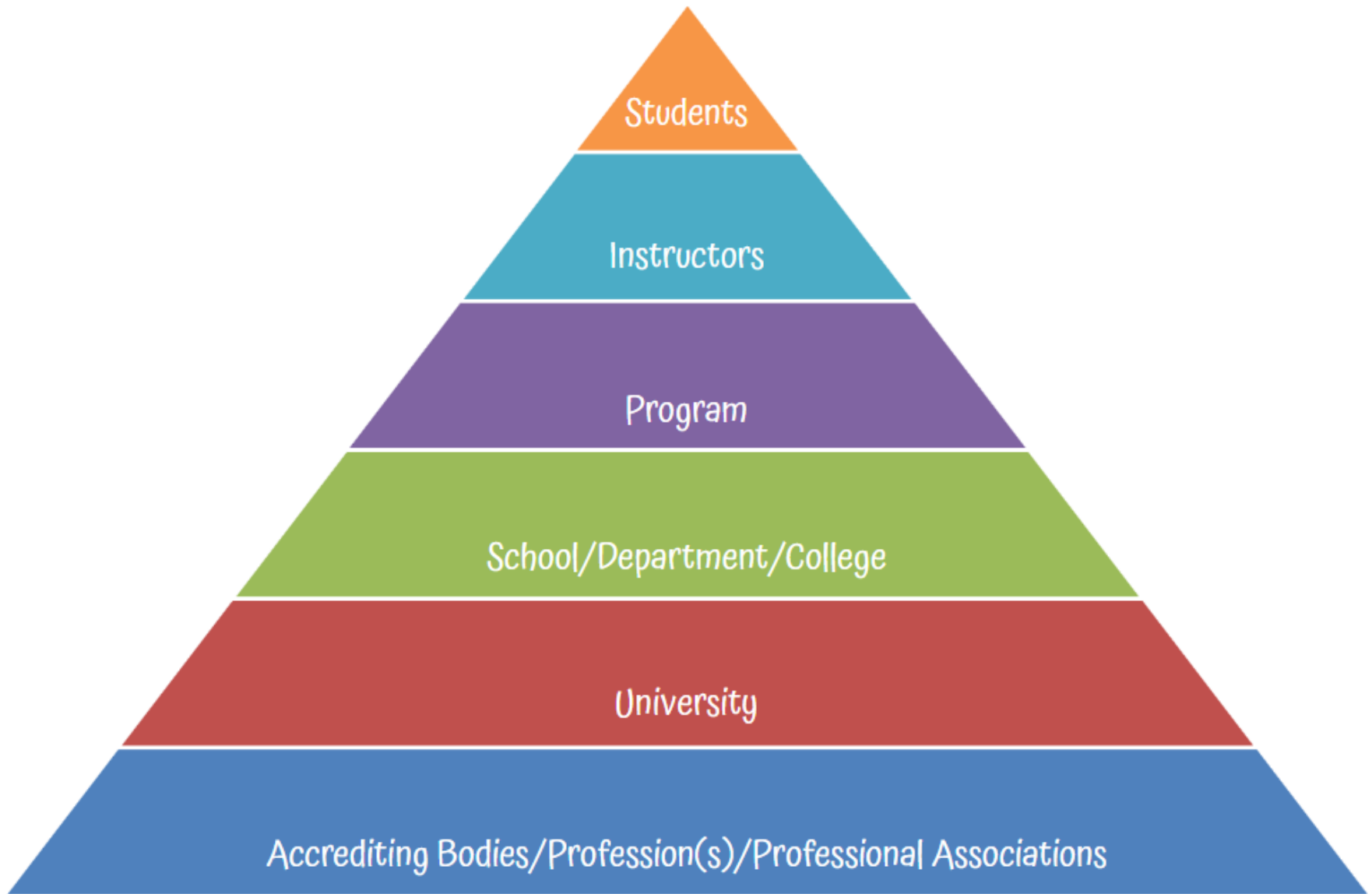
senseMAKING



Retrospective Sensemaking Model



Stakeholders: Online student experience





**WORKING IN FIELD/2ND CAREER
PART-TIME
MATURE AGE**

EXPECTATIONS

LIFE LONG LEARNERS
SKILLED PROFESSIONALS

	Before	During	After
Student(s) (Why)	Motivation Cost to the student - Time - Money - Skills	Student attitudes Work/Life/School balance Student participation Mentoring Professional Development Support (from family and instructors)	Alumni engagement - Marketing - Mentoring - Professional development Additional study - PGDip/MIS - PhD
Teaching (Who)	Pedagogy/Andragogy training	Feedback Assessments Content Delivery*	Workshops Presentations (Sharing research)
Programmatic (How)	Delivery cost of program Program objectives	Program management Teaching Pastoral care Peer socialization Student learning environment Feedback	Program Review Alumni engagement - Meetups - Conferences - Jobs - Research



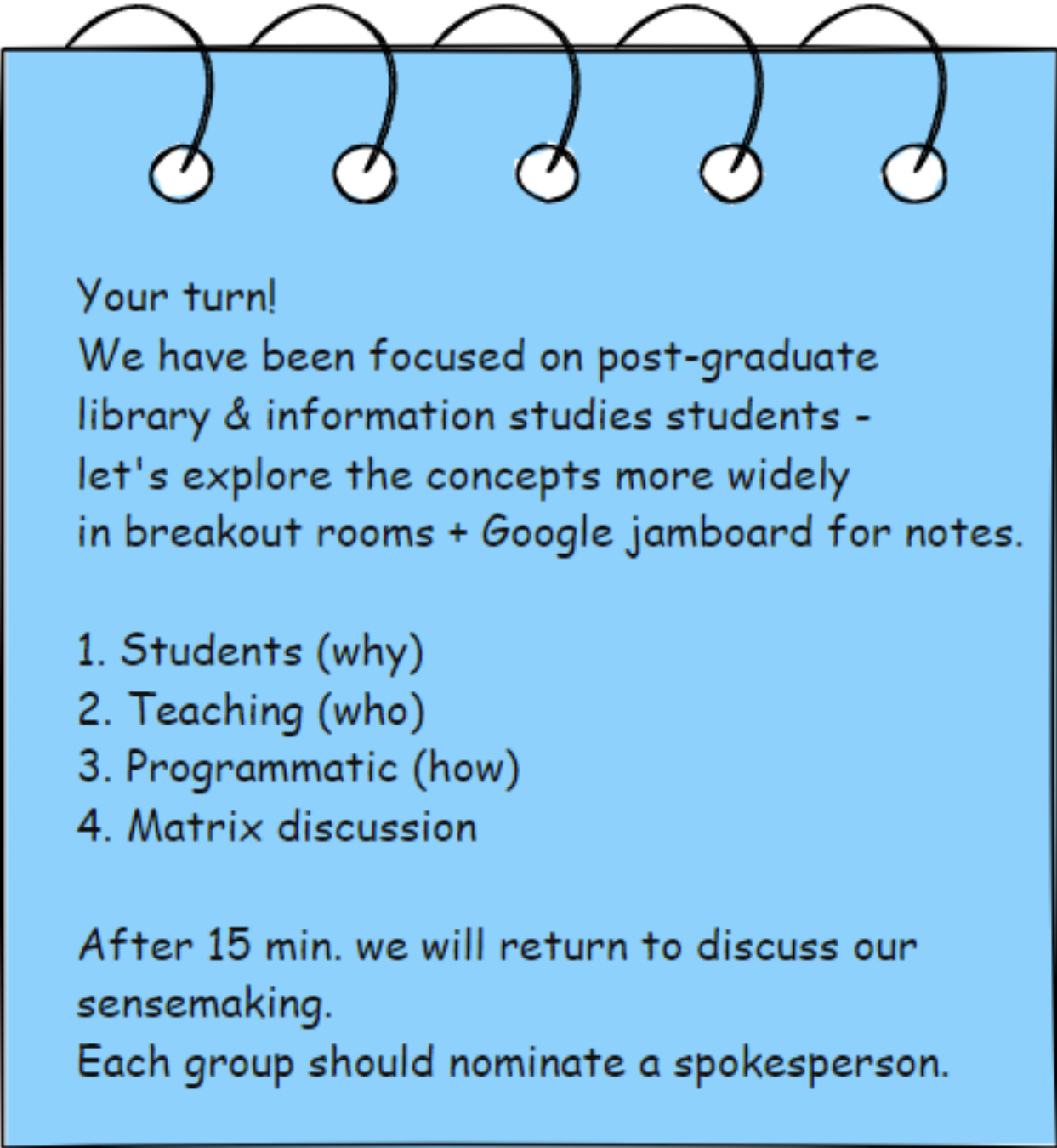
OPPORTUNITIES

- Work integrated learning
- Industry involvement
- Professional associations

OTHER THINGS TO CONSIDER

ACCREDITATION

*Added while making the slides :)



Your turn!

We have been focused on post-graduate library & information studies students - let's explore the concepts more widely in breakout rooms + Google jamboard for notes.

1. Students (why)
2. Teaching (who)
3. Programmatic (how)
4. Matrix discussion

After 15 min. we will return to discuss our sensemaking.

Each group should nominate a spokesperson.

Future research (what's next):

- Focus groups within LIS communities
- International focus groups (multi-discipline)
- Student focus groups

Questions?

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