INTERNATIONAL PERSPECTIVES ON SUPPORTING AND ENGAGING ONLINE LEARNERS

Edited by Jaimie Hoffman
and Patrick Blessinger

INNOVATIONS IN HIGHER
EDUCATION TEACHING AND LEARNING

VOLUME 39

INTERNATIONAL PERSPECTIVES ON SUPPORTING AND ENGAGING ONLINE LEARNERS

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

Senior Series Editor: Patrick Blessinger, St John's University and Higher Education Teaching and Learning Association, USA

Associate Series Editor: Enakshi Sengupta, Higher Education Teaching and Learning Association, USA

Published Volumes:

Volume 23	University–Community Partnerships for Promoting Social Responsibility in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Craig Mahoney
Volume 24	Leadership Strategies for Promoting Social Responsibility in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Craig Mahoney
Volume 25	Integrating Community Service into Curriculum: International Perspectives on Humanizing Education – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla Makhanya
Volume 26	International Perspectives on Improving Student Engagement: Advances in Library Practices in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Milton D. Cox
Volume 27	Improving Classroom Engagement and International Development Programs: International Perspectives on Humanizing Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla Makhanya
Volume 28	Cultural Competence in Higher Education – Edited by Tiffany Puckett, and Nancy Lind
Volume 29	Designing Effective Library Learning Spaces in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya
Volume 30	Developing and Supporting Multiculturalism and Leadership Development – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya
Volume 31	Faculty and Student Research in Practicing Academic Freedom – Edited by Enakshi Sengupta and Patrick Blessinger
Volume 32	International Perspectives on Policies, Practices & Pedagogies for Promoting Social Responsibility in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Craig Mahoney
Volume 33	International Perspectives on the Role of Technology in Humanizing Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya
Volume 34	Humanizing Higher Education through Innovative Approaches for Teaching and Learning – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya
Volume 35	Humanizing Higher Education through Innovative Approaches for Teaching and Learning
Volume 36	Integrating Research-based Learning across the Curriculum
Volume 37	International Perspectives in Social Justice Programs at the Institutional and Community Level
Volume 38	The Role of External Examining in Higher Education: Challenges and Best Practices

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING VOLUME 39

INTERNATIONAL PERSPECTIVES ON SUPPORTING AND ENGAGING ONLINE LEARNERS

EDITED BY

JAIMIE HOFFMAN
Noodle Partners, USA

and

PATRICK BLESSINGER
International Higher Education Teaching and Learning Association, USA

Created in partnership with the
International Higher Education Teaching and Learning Association

https://www.hetl.org/

United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2021

Copyright © 2021 Emerald Publishing Limited

Reprints and permissions service
Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data
A catalogue record for this book is available from the British Library

ISBN: 978-1-80043-485-1 (Print)
ISBN: 978-1-80043-484-4 (Online)
ISBN: 978-1-80043-486-8 (Epub)

ISSN: 2055-3641 (Series)

ISOQAR certified Management System, awarded to Emerald for adherence to Environmental standard ISO 14001:2004.

Certificate Number 1985
ISO 14001

INVESTOR IN PEOPLE

CONTENTS

List of Contributors *vii*

Series Editors' Introduction *ix*

PART I
IN PRACTICE

Introduction to Supporting and Engaging Online Learners
Rachel Scott and Jaimie Hoffman *3*

Transforming the Practice of Student Affairs Professionals: Creating an Ecosystem of Support that is Inclusive of Online Learners
Jaimie Hoffman and Autumn Willinger *13*

Reshaping the Online Student Experience
Molly A. Mott, Kristyn Muller and Michele Forte *29*

Beyond Instruction: Scaling Support for a Large Online Master's Program
David A. Joyner *43*

PART II
INNOVATIVE APPROACHES

Connecting with Online Learners: Case Studies from A Scottish University
Lorraine Syme-Smith, Louise Campbell and Lynn Boyle *59*

Facilitating Co-curricular Connections among Millennial and Generation Z Students in Digital Environments
Shelley Price-Williams and Pietro A. Sasso *73*

Promoting Student Engagement with Data-Driven Practices
Jeremy Anderson, Heather Bushey, Maura Devlin and Amanda J. Gould *87*

One University: An Interdepartmental Collaboration Model to Enhance Online Student Engagement
Roland Nuñez *105*

Engaging Students in Asynchronous Advising Using The Dynamic Student Development Metatheodel: Toward a Critical Approach
Pietro A. Sasso and Tyler Phelps *119*

Engaging with Online Graduate Students Through Writing Support and Employment
Jessica J. Jones *135*

Student Transitions: Academic Support for Postgraduate Online Distance Students
Louise Connelly and Donna Murray *149*

Supporting Online Students in US-Based Professional Doctoral Programs
Melora Sundt and Leslie Wheaton *163*

Medical Versus Social Models of Disability: Increasing Inclusion and Participation of Students in Online and Blended Learning in Higher Education
Nathan Whitley-Grassi, Bryan J. Whitley-Grassi, Shaun C. Hoppel and Melissa Zgliczynski *181*

About the Authors *195*

Name Index *203*

Subject Index *209*

LIST OF CONTRIBUTORS

Jeremy Anderson	Dallas College, Dallas, TX, USA
Lynn Boyle	University of Dundee, Dundee, UK
Heather Bushey	Bay Path University, Longmeadow, MA, USA
Louise Campbell	University of Dundee, Dundee, UK
Louise Connelly	The University of Edinburgh, Scotland, UK
Maura Devlin	Bay Path University, Longmeadow, MA, USA
Michele Forte	The State University of New York, New York, NY, USA
Amanda J. Gould	Bay Path University, Longmeadow, MA, USA
Jaimie Hoffman	Noodle Partners, New York, NY, USA
Shaun C. Hoppel	State University of New York, Empire State College, New York, NY, USA
Jessica J. Jones	Arizona State University, Tempe, AZ, USA
David A. Joyner	Georgia Institute of Technology, Atlanta, GA, USA
Molly A. Mott	The State University of New York, New York, NY, USA
Kristyn Muller	The State University of New York, New York, NY, USA
Donna Murray	The University of Edinburgh, Scotland, UK
Roland Nuñez	Lake Sumter State College, Leesburg, FL, USA
Tyler Phelps	Southern Illinois University, Edwardsville, IL USA
Shelley Price-Williams	University of Northern Iowa, Cedar Falls, IA, USA
Pietro A. Sasso	Southern Illinois University, Edwardsville, IL USA
Rachel Scott	Noodle Partners, New York, NY, USA
Melora Sundt	Noodle Partners, New York, NY, USA
Lorraine Syme-Smith	University of Dundee, Dundee, UK

Leslie Wheaton Noodle Partners, New York, NY, USA

Bryan J. Whitley-Grassi Niagara University, Buffalo, NY, USA

Nathan Whitley-Grassi State University of New York, Empire State College, New York, NY, USA

Autumn Willinger Noodle Partners, New York, NY, USA

Melissa Zgliczynski State University of New York, Empire State College, New York, NY, USA

SERIES EDITORS' INTRODUCTION

The purpose of this series is to publish current research and scholarship on innovative teaching and learning practices in higher education. The series is developed around the premise that teaching and learning is more effective when instructors and students are actively and meaningfully engaged in the teaching–learning process.

The main objectives of this series are to:

1) present how innovative teaching and learning practices are being used in higher education institutions around the world across a wide variety of disciplines and countries;
2) present the latest models, theories, concepts, paradigms, and frameworks that educators should consider when adopting, implementing, assessing, and evaluating innovative teaching and learning practices; and
3) consider the implications of theory and practice on policy, strategy, and leadership.

This series will appeal to anyone in higher education who is involved in the teaching and learning process from any discipline, institutional type, or nationality. The volumes in this series will focus on a variety of authentic case studies and other empirical research that illustrates how educators from around the world are using innovative approaches to create more effective and meaningful learning environments.

Innovation teaching and learning is any approach, strategy, method, practice, or means that has been shown to improve, enhance, or transform the teaching–learning environment. Innovation involves doing things differently or in a novel way in order to improve outcomes. In short, innovation is positive change. With respect to teaching and learning, innovation is the implementation of new or improved educational practices that result in improved educational and learning outcomes. This innovation can be any positive change related to teaching, curriculum, assessment, technology, or other tools, programs, policies, or processes that leads to improved educational and learning outcomes. Innovation can occur in institutional development, program development, professional development, or learning development.

The volumes in this series will not only highlight the benefits and theoretical frameworks of such innovations through authentic case studies and other empirical research but also look at the challenges and contexts associated with implementing and assessing innovative teaching and learning practices. The volumes represent all disciplines from a wide range of national, cultural, and organizational contexts. The volumes in this series will explore a wide variety of teaching and learning topics such as active learning, integrative learning, transformative

learning, inquiry-based learning, problem-based learning, meaningful learning, blended learning, creative learning, experiential learning, lifelong and lifewide learning, global learning, learning assessment and analytics, student research, faculty and student learning communities, as well as other topics.

This series brings together distinguished scholars and educational practitioners from around the world to disseminate the latest knowledge on innovative teaching and learning scholarship and practices. The authors offer a range of disciplinary perspectives from different cultural contexts. This series provides a unique and valuable resource for instructors, administrators, and anyone interested in improving and transforming teaching and learning.

Patrick Blessinger
Founder, Executive Director, and Chief Research Scientist, International HETL Association

Enakshi Sengupta
Associate Editor, International HETL Association