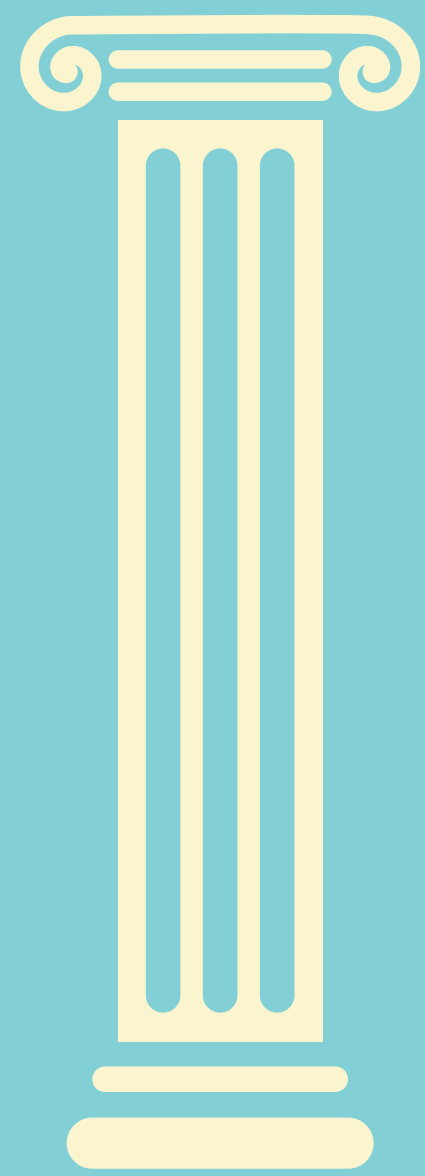


ONLINE STUDENTS WANT MORE... TEACHERS?

1 INTRODUCTION

Online education has experienced expansive growth in recent years, and this trend is expected to continue. As schools compete in an increasingly worldwide market, student satisfaction is a key concern as students who are satisfied with their online learning experiences are more likely to re-enroll with the same instructional provider and recommend courses they have enjoyed to others.

STUDENT SATISFACTION is one of the five pillars of quality online education according to the Online Learning Consortium (formerly called the Sloan Consortium). The other four pillars are **LEARNING EFFECTIVENESS, SCALE OR COST EFFECTIVENESS AND COMMITMENT, ACCESS, AND FACULTY SATISFACTION**. Students should receive quality learning experiences no matter which course delivery model they choose. Additionally, improved student satisfaction would positively influence the sustainability and scalability of online education.



5 PILLARS OF QUALITY ONLINE EDUCATION



- 1 STUDENT SATISFACTION
- 2 LEARNING EFFECTIVENESS
- 3 SCALE OR COST EFFECTIVENESS AND COMMITMENT
- 4 ACCESS
- 5 FACULTY SATISFACTION

Students should receive quality learning experiences no matter which course delivery model they choose. Additionally, improved student satisfaction would positively influence the sustainability and scalability of online education.

Figures from the current online education environment in massage schools indicate that **19% OF MESSAGE SCHOOLS OFFERED ONLINE COURSES** in their entry-level programs during 2015. If developments in massage education follow those observed in colleges and universities, the number of online courses offered in massage schools is expected to rise. Similar to colleges and universities, massage schools in one geographic area may attract students from any location that has Internet access, which could have a huge impact on student enrollment.

19 PERCENT

PERCENTAGE OF MESSAGE SCHOOLS OFFERING ONLINE COURSES IN 2015



2 PURPOSE

To gain a deeper understanding of how students perceive their online educational experiences

The purpose of this study was to gain a deeper understanding of how students perceive their online educational experiences, to identify factors that contribute to student satisfaction and dissatisfaction, and to make recommendations to improve student satisfaction in future online courses.

3 METHODS

Data were gathered from 34 sources and were coded for dominant and recurring themes

A literature search was carried out using scholarly databases for the period from January 2000 to December 2014. All articles retrieved discussed perceptions of college- or university-level students who had completed at least one online course. Articles that reported on faculty experiences or high school students were excluded. No language restrictions were applied. Data were gathered from 34 sources and were coded for dominant and recurring themes. The Massage Profession Research Report published in 2016 by the American Massage Therapy Association provided the statistics on massage education.

4 RESULTS

Absence of teachers was often cited as the main disadvantage of online education

Findings from this investigation revealed that there were several factors that contributed to student satisfaction and dissatisfaction identified by why students chose online education and by what students liked and disliked about their courses. One consistent finding was teacher presence—students wanted more of it. Absence of teachers was often cited as the main disadvantage of online education.

When teachers were not present, students learning online tended to feel anxious and frustrated and were often less satisfied with their online learning experiences. If these feelings were experienced at the beginning of a course, they persisted throughout the course. Teacher presence served to keep students committed to the learning process and increase course completion. It was also found that, without teachers, online students changed how they approached learning; it became **LESS RIGOROUS, LESS VALUABLE, and MORE SUPERFICIAL**. Student comments from a number of studies indicated that teachers facilitate the learning process by **STIMULATING AND DIRECTING ONLINE DISCUSSIONS, ASKING PROBING QUESTIONS, CLARIFYING MISCONCEPTIONS, and EMPHASIZING KEY CONCEPTS**.

WHAT STUDENTS LIKED ABOUT ONLINE COURSES

- ACCESS AND OPPORTUNITY
- CONVENIENCE AND FLEXIBILITY
- NOT COMMUTING TO CLASS
- UPLOADING ASSIGNMENTS AND ACCESSING LIBRARY DATABASES
- INSTRUCTIONAL VIDEOS

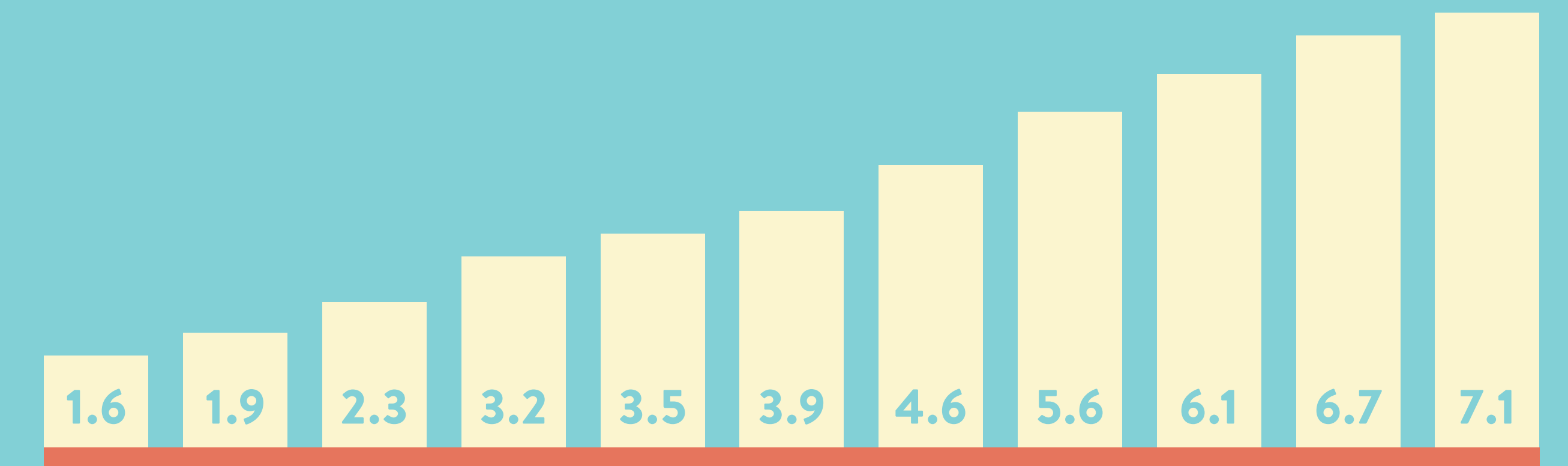
WHAT STUDENTS DISLIKED ABOUT ONLINE COURSES

- TECHNICAL DIFFICULTIES WITH LEARNING MANAGEMENT SYSTEMS, THE INTERNET, OR DEVICES USED TO ACCESS COURSES
- INCONSISTENCIES IN HOW ONLINE COURSES WERE PRESENTED, INCLUDING COURSES POSTED IN THE SAME LEARNING MANAGEMENT SYSTEM
- DIFFICULTY WITH AND TIME WASTED ON LOCATING ASSIGNMENTS, DISCUSSIONS, OR COURSE MATERIALS NEEDED TO COMPLETE ASSIGNMENTS
- AMOUNT OF READING AND WRITING REQUIRED TO COMPLETE ONLINE COURSES
- READING DIGITIZED TEXT
- CONFUSING ASSIGNMENTS AND POORLY ARTICULATED COURSE EXPECTATIONS
- DELAYED TEACHER RESPONSES TO STUDENT INQUIRIES
- DELAYED TEACHER FEEDBACK ON SUBMITTED ASSIGNMENTS
- INADEQUATE EXPLANATIONS FROM TEACHERS FOR GRADES STUDENTS EARNED

5 CONCLUSION

Student satisfaction is one of the five pillars of quality online education. A better understanding of how students perceive their online learning experiences and identification of what they like and do not like will help improve future online courses through student-informed decisions. When students were satisfied with their learning experiences, dropout rates decreased, and students stated that they were more likely to re-enroll in future online courses.

ONLINE EDUCATION ENROLLMENT 2002 - 2012 in millions



6 RECOMMENDATIONS

- PROVIDE MORE STUDENT SUPPORT WITH TECHNICAL DIFFICULTIES
- IMPROVE AND STANDARDIZE ONLINE COURSE DESIGN
- OFFER MORE INSTRUCTIONAL VARIETY
- EVALUATE MATERIALS SUCH AS SYLLABI THAT ARE NEEDED BY STUDENTS TO COMPLETE ONLINE COURSES TO ENSURE THESE MATERIALS ARE UNDERSTOOD BY STUDENTS OF DIVERSE CULTURAL AND EDUCATIONAL BACKGROUNDS
- RESPOND TO STUDENT INQUIRIES WITHIN 24 HOURS OF SUBMISSION
- PROVIDE FEEDBACK ON ALL ASSIGNMENTS AND EXPLANATIONS ON HOW INDIVIDUAL GRADES WERE DETERMINED



CONTACT
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