

Chapter 19

Holistic Approaches to Student Support in Online Learning Environments

Sabire Akay

 <https://orcid.org/0000-0002-4368-804X>

Bahcesehir University, Turkey

ABSTRACT

Online education has become increasingly popular in recent years, providing students with flexibility, accessibility, and convenience in pursuing their academic goals. However, as online education has grown, so too have the challenges and difficulties faced by students. This chapter aims to explore the primary challenges and obstacles that students face in online education and examine a range of effective strategies and approaches that educators can implement to mitigate these challenges. Through a thorough examination of the difficulties and shortcomings of online learning, the chapter will outline holistic and practical guidelines that educators can use to provide effective support to their students.

INTRODUCTION

Due to its accessibility and flexibility, online learning has seen a large rise in popularity in recent years. This is because it can be used by a variety of student populations, including those with disabilities, those who live in remote locations, and working professionals. This mode of education offers advantages such as the ability to learn at one's own pace and location, as well as to fit learning around other commitments (Allen & Seaman, 2017; Burk & Bender, 2005). Students can collaborate with classmates from different backgrounds, learn digital literacy skills, and have access to a multitude of digital tools and multimedia elements through online education (Almusharraf & Khahro, 2020). Additionally, it has been demonstrated that using appropriate instructional design and pedagogical methodologies, online education can produce learning outcomes that are comparable to or even superior to those of traditional face-to-face training (Castro & Tumibay, 2021). As students take charge of their education and traverse different online tools and resources, online learning environments can promote active participation, critical thinking, and self-directed learning (Almaiah & Alyoussef, 2019).

DOI: 10.4018/978-1-6684-8646-7.ch019

Holistic Approaches to Student Support in Online Learning Environments

Despite the many advantages, students who study online face particular difficulties. In online learning environments, self-regulation, motivation, social interaction, and technological issues can all affect students' effectiveness (Castro & Tumibay, 2021). The requirement for self-regulation and time management abilities is one of the difficulties faced by online students. Since they frequently have to balance many obligations, such as employment, family, and other commitments, students who learn online must take responsibility for their learning and manage their time well (Almusharraf & Khahro, 2020). Poor time management, procrastination, and trouble meeting deadlines can come from a lack of self-regulation skills, which can have a negative impact on academic performance. The lack of motivation is another issue that online students encounter. Some students may find it difficult to stay motivated in an online learning environment without the framework of regular face-to-face classes and in-person interactions with instructors and peers (Almaiah & Alyoussef, 2019). Some students may find it difficult to remain intrinsically motivated and engaged in the lack of prompt feedback and responsibility, which lowers participation and performance. For online students, social connection is another difficulty. Online learning settings might not have as much social contact and personal relationships as conventional face-to-face classes. Lack of opportunity for informal talks, group work, and peer connection might make students feel isolated, which can have a detrimental impact on their engagement and happiness (Almusharraf & Khahro, 2020). It might be difficult to build social relationships and a sense of community in an online setting. For students who study online, technical issues can be quite challenging. Students may experience difficulties accessing course materials, participating in discussions, and turning in assignments on time due to network issues, software bugs, and hardware restrictions (Allen & Seaman, 2017). Technical support services may be needed for additional help and support as a result of technological difficulties because they can be frustrating, stressful, and anxiety-inducing. An additional issue for online students is resource access. Although online learning offers flexibility, some students may have trouble getting to the books, articles, and online libraries they need. Lack of resources might make it difficult for students to finish tasks and participate in worthwhile learning (Castro & Tumibay, 2021). It is essential to address problems with resource accessibility and availability to guarantee fair chances for online students. To ensure the success of online students, these issues must be resolved. Comprehensive student support systems that address concerns with self-control, motivation, social interaction, technological difficulties, and resource accessibility can be implemented to help students overcome these obstacles and have a pleasant and inclusive online learning experience.

The purpose of this chapter is to examine holistic approaches for providing student support in online learning environments. As interest in online learning increases, it is essential to address the particular difficulties that these students confront and offer all-encompassing support systems that foster their success. Holistic approaches to student support employ a multi-faceted approach to fulfill the many demands of online learners in a thorough manner. The chapter will explore the obstacles experienced by online students, including issues with self-control, motivation, social interaction, technical issues, and resource accessibility. A holistic approach that considers the cognitive, emotional, social, and technical aspects of online learning can be used to examine these difficulties. The need of tackling these issues through a comprehensive approach to student support will subsequently be emphasized throughout the chapter. This strategy includes a variety of strategies, interventions, and help systems that go beyond addressing specific issues and instead put an emphasis on encouraging the success, engagement, and general well-being of online students. The holistic approach to student support in online learning environments entails techniques like creating a welcoming online learning community, encouraging social interaction and collaboration, offering chances for effective communication,

16 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:
www.igi-global.com/chapter/holistic-approaches-to-student-support-in-online-learning-environments/331590

Related Content

With the Likeness and Voice of Mentor: Mentoring Presence in Online Distance Learning

David Starr-Glass (2017). *Handbook of Research on Humanizing the Distance Learning Experience* (pp. 435-459).

www.irma-international.org/chapter/with-the-likeness-and-voice-of-mentor/171333

Open Synchronicity for Online Class Support

Clark Shah-Nelson (2010). *Learning Management System Technologies and Software Solutions for Online Teaching: Tools and Applications* (pp. 187-203).

www.irma-international.org/chapter/open-synchronicity-online-class-support/43454

The Relationship Between Emotional Intelligence, Mental Health, and the English Achievement of College Students Based on Big Data Statistical Analysis

Xiuzhen Chen and Hye Kyung Kim (2024). *International Journal of Web-Based Learning and Teaching Technologies* (pp. 1-16).

www.irma-international.org/article/the-relationship-between-emotional-intelligence-mental-health-and-the-english-achievement-of-college-students-based-on-big-data-statistical-analysis/338716

Coping With Online Practicum: The Case of Pre-Service Teachers of Czech as a Second Language

Silvie Prevratilova (2022). *Handbook of Research on Effective Online Language Teaching in a Disruptive Environment* (pp. 311-332).

www.irma-international.org/chapter/coping-with-online-practicum/293378

Learning From Doing: Lessons Learned From Designing and Developing an Educational Software Within a Heterogeneous Group

Nicole Wang-Trexler, Martin K-C. Yeh, William C. Diehl, Rebecca E. Heiser, Andrea Gregg, Ling Tran and Chenyang Zhu (2021). *International Journal of Web-Based Learning and Teaching Technologies* (pp. 33-46).

www.irma-international.org/article/learning-from-doing/279573