Transition to Postgraduate Taught Distance Programmes: Enablers and hindrances

INFO 510 Research Project

Supervisor: Anne Goulding

Student: Guanzheng Li (300399840)

School of Information Management

Victoria University of Wellington

1. Introduction

As the graduate job market has become increasingly competitive over the past decade, an increasing number of graduate students consider studying for additional higher education qualifications to enrich their knowledge and understanding in order to be more competitive in the labour market. In the UK, for example, the number of students engaging with master's level study had increased from 406,905 in 2001/2002 to 532,975 in 2015/2016 (Evans, Nguyenb, Richardsonc, & Scottd, 2018, p.249). Alongside the trend of rising postgraduate student numbers, the increasing popularity of distance education in the past decade is also noteworthy, driven by the ability of distance modes of study to overcome significant geographical isolation and meet the needs of those excluded from on-campus study due to health issues or social and economic reasons (Miles, Mensinga, & Zuchowski, 2018, p.705). As a consequence, in 2016, the number of distance education students grew 5.6% to 6,359,121, representing 31.6% of all students in the U.S. (Seaman, Allen, & Seaman, 2018). In the UK, postgraduate students' enrolment was 24% of the total, and has been increasing steadily from 2014 to 2018 (HESA, 2019). While no equivalent statistics for either postgraduate or distance education students in New Zealand could be identified, it is likely that the trend for both is upward in line with other Western countries with similar education systems.

Despite their increasing popularity and use, challenges for students of both postgraduate and distance education have been identified in the literature. As a previous formative evaluation on students' views indicates, transitioning into postgraduate study is a significant process, which 63% of students found difficult (West, 2012). Additionally, as suggested by Duranton and Mason (2012), the quality of students' experiences during distance education depends upon the capacity of the organisation to support course development and delivery. They found that the quality of distance education varies dramatically between individual institutions often because of different technology use. In order to design appropriate interventions to ensure students' successful transitions to postgraduate study, especially via a distance mode, the experiences of postgraduate students is a crucial issue to investigate.

Although the literature on transition to university study is plentiful, it is mostly focused on school-leavers transitioning to undergraduate programmes, many aspects of which are not always relevant for Postgraduate Taught Distance (PGTD) students (Briggs, Clark, & Hall,

2012). Moreover, much of the transitional literature assumes a conventional, face-to-face model of tertiary education although evidence suggests distance education, enabled by widening access to broadband and increasingly sophisticated technologies, is an area of growth in higher education (Seaman, Allen, & Seaman, 2018). Therefore, while transition to postgraduate distance learning is an important topic to examine given the trends in higher education noted above, there is a lack of research on postgraduate distance learning students' perspectives, which needs to be investigated with urgency as these two forms of study continue to expand.

This paper first examined the existing literature on transition to postgraduate study as well as distance learning. Six themes were then gathered from the literature review, plus two additional themes looking at the demographics and overall assessment which are used for the survey design section. Subsequently, the survey was distributed to the IST learners to enquire about their individual experiences during their IST programme, to find out the possible enablers and hindrances of their successful transition into postgraduate study. Findings and discussions of the survey were presented afterwards. Finally, the conclusion, limitations and implications were presented at the end of this paper.

2. Literature review

2.1. Transition

Transition generally means changing from one form or condition to another (Cambridge Dictionary, n.d.). Transition in education has many definitions but generally refers to the shift from one educational environment to a different one (Tobbell, O'Donnell, & Zammit, 2010, p.265). Heussi (2012) compiled school-leavers' perspectives and explained it as moving on to the next level of study or coming back to study after a period of time away from study. Prescott & Hellstén (2005, p,76) explained transition as the progression from familiar to the unknown involving the adoption of new cultural, social, and cognitive challenges. Another study defined transition as a significant change in a student's life, self-concept and learning: a shift from one state of understanding, development and maturity to another (Hussey & Smith, 2010, p.156). These examples from the literature define transition as changes mainly from the student's perspective. To complement this, the importance of other perspectives to a successful

transition, such as the orientation process, institutions' learning support etc., are considered gradually in the later literature (Masterman & Shuyska, 2012; Bamber, Choudhary, Hislop, & Lane, 2019). To sum up, transition in the educational context refers to students' adaptation to a new learning context such as expectation and preparation, study capability and socialization, and occurs when students are moving into an unknown learning environment.

2.1.1. Transition from undergraduate to postgraduate taught study

The literature on transition is plentiful but mostly focused on transitioning to school, between primary and secondary school, from school to university (Dockett & Perry, 2004; Tobbell, 2003; Macaro & Wingate, 2004), and, in terms of university transition, often focuses on international students (Evans, Nguyen, Richardson, & Scott, 2018). Some researchers first assumed that transition is a natural process for students, particularly the transition from undergraduate to postgraduate study. West (2012), for example, before undertaking empiricial research on the topic, assumed that there is only minor adjustment involved in transitioning from undergraduate to postgraduate study. There was a common perception that because postgraduate courses are taught in a way which retain similarities to those of undergraduate degrees, the transition to postgraduate level was assumed to be "more straightforward and unproblematic" as other transition stages (Symons, 2011). However, finally their survey results showed that 63% of postgraduate students experienced transition as significant and difficult. Furthermore, a survey conducted by Cluett and Skene (2006) showed that 80% of postgraduate students felt overwhelmed in their first year of study. Other studies have shown that full-time postgraduate students exhibited more anxiety and concern than doctoral students (Symons, 2011).Therefore, transitioning to postgraduate study is similar to other transition stages at some points, but also has significant differences. In conclusion, transition to postgraduate study is an important process and need to be managed with care by education providers.

2.1.2. Critical factors for successful transition

The critical factors that impact on successful transition have been investigated by many researchers from different perspectives. O'Donnell, Tobbell, Lawthom, & Zammit (2009) assumed that the ability to engage with learning material is considered as the crucial contributor to successful transition. However, this was challenged by the work of other researchers. The surveys conducted by Symons (2011) and West (2012), for example, found that the capabilities

of writing, reading and assignments along with the use of library and time management skills, all have their impact on students' learning experience. Furthermore, Jones (2008) identified six factors impacting on transition from a review of the literature: preparation, institutional and course match, academic experience, social integration, financial issues and personal circumstances. Masterman and Shuyska (2012) also highlighted four aspects: knowledge, autonomy, approach to learning, and self-concept.

To summarise, influencial factors for successful transition have been looked at from different angles by different researchers (Menzies & Baron, 2014; Fry, Pearce, & Bright, 2007). However, these factors can be considered from the student or institutional perspective. As not all influential factors are applicable to both, more would be gained from splitting these into two sections where appropriate. This would provide insights from both parties' perspectives. Therefore in this literature review, the author will classify the critical dimensions for successful transition from students' perspectives and institutions' perspectives.

2.1.2.1.   Students' perspectives

Being the main object of the transition process, students' natural characteristics play an important role in successful transition. During the transition process, students must identify and adapt to discontinuities when establishing a new stage and do things differently from their former stage (Tobbell, O'Donnell, & Zammit, 2010). To be more detailed, various individual student factors impacting on transition have been identified from different studies. Bean (2005) identified nine crucial factors that influence the transition, from the individual student's perspective including: students' intention to complete; attitudes; social factors; student background; and financial issues. More recently, Bowles et al. (2014, p.220) undertook a study using semi-structured interviews and focus groups and identified seven themes as enablers for transition. Five of them refer to students' perspectives, which are: study (study skill, time management, willingness to seek assistanc and guidance); effort (motivation, commitment, willingness to work hard and join the university culture); culture (feeling of belonging, value of culture associated with being a sudent at this particular university); and social (perception of the importance of regular and well-publicised university-led social events for developing friendships/networking). There are various factors which are mentioned by many literature sources on the topic but some of the factors are mentioned only briefly, while others are

repeatedly introduced and emphasised. Therefore, this paper will first consider the major factors in detail before briefly discussing the minor factors.

Expectations and preparation, study skills and socialization are considered as the major factors that influence the successful transition from the individual student's perspective and these will be presented in the following sub-sections.

2.1.2.1.1.   Expectations and preparation

Expectations is one of the most critical factors explaining students' responses to university life (Boyle, Carter, & Clark, 2002). According to Liu (2010), prior to postgraduate study, students are found to have high expectations for support and practical experience and a relatively low understanding of what day-to-day life will actually be like during their postgraduate study. Before entering into higher education, the majority of students expect their transition to be accompanied by feelings of joy and anticipation. These expectations include the opportunity for personal, social and intellectual growth (Pancer, Hunsberger, Pratt, & Alisat, 2000). However, the reality of how students' experience university life is generally more stressful and challenging than they anticipated. As a result, students are likely to find the transition more difficult than they expected (Compas, Slavin, Wagner, & Vannatta, 1986). In conclusion, a large element of transition difficulty comes from the mismatch between students' expectation and reality.

The degree of preparation refers to how students prepare themselves prior to their studies. This appears to be another important factor that impacts successful transition (Ozga & Sukhnandan, 1998). A survey conducted in 2003 found that postgraduate students were the most likely to feel underprepared for their studies compared with undergraduate students (Tobbell, 2003). Therefore, in order to ensure students' successful transition, the degree of preparation prior to study seems to be of great importance.

As explained above, students' preparation for study is a critical factor for their successful transition. However it is crucial to balance student preparation with their expectations of what

will be happening. This way students are not caught out when something unexpected happens. Therefore the first priority is to ensure students' expectations match the reality.

2.1.2.1.2.   Study capability

Individual students are the main component/focus of the transition from outside of the university. Other individuals within the university who may be able to provide support but in a more limited capacity. This means the student's individual study capacity is also considered one of the more important factors of their successful transition. Study capacity, which includes critical thinking, as well as time management skills will be considered in the following paragraphs.

Critical thinking, defined by Oxford Dictionary, as "the objective analysis and evaluation of an issue in order to form a judgement" (Stanford Encyclopedia of Philosophy, 2018). Its definition has fluctuated in the past decade, but the basic concept is consistent: careful thinking directed to a goal. The importance of critical thinking for successful transition has been identified by Evans et al. (2018). They conducted research focusing on internationally Taught Postgraduate Business Management students' transition and their results indicated that postgraduate study requires a greater emphasis on critical thinking. Additionally, Watson and Reissner (2014) also highlighted the importance of critical thinking skills, and refer to them as the cornerstone of postgraduate study. However, while their importance are recognized, Melles (2009) identified that capabilities such as critical thinking can be only developed through time and practice. Thus, critical thinking is one of the most important capabilities which determine how successfully individuals transition, which takes time and effort for individuals to enhance.

In addition to critical thinking, time management skills are also considered to be a crucial factor to successful transition. Time management is the process of organizing and planning how to divide your time between specific activities (MindTools, n.d.). Christie, Barron and D'Annunzio-Green (2013) found that students with good time management skills are able to adapt more rapidly to postgraduate study than those with comparatively ineffective time management skills. This was also confirmed by MacCann, Fogarty, and Roberts (2012) who emphasised the importance of time management skills in relation to postgraduate academic

performance. Viewed from a counter perspective, Misra & McKean (2000) suggest that ineffective time-management skills can increase stress levels. This is reinforced by Evans, Gbadamosi and Richardson (2014), who note that, especially for students who study part time while working, stress and pressure can be amplified. To conclude, the ability to manage their time effectively also plays an important role in postgraduate students' successful transition.

2.1.2.1.3.   Socialization

Socialization also plays a critical role in students' successful transition at any stage. Socialization has facets which will be presented in the following paragraph: personality, peer support, student societies, as well as other minor factors which will be considered at the end of the section.

Studies have found that students who are more motivated, academically driven and socially integrated have a higher chance of academic success than students who are not (Evans & Peel, 1999). This was supported by the findings of a study by Lin, Hsu and Lai (2011) who showed that social networks and interpersonal relationships facilitated successful transition by helping students adapt to new learning approaches. This finding is also reinforced by the survey conducted by Menzies and Baron (2014), where 58% of the participants who said their transition to postgraduate study had been good identified that having friends was an important support for their successful transition. In addition to this, Nelson et al. (2006) suggested that the participation of first year students into a learning community has potential benefit and should be encouraged. Kurantowicz and Nizinska (2013) also indicate that facilitating social interactions is influencial for improving students' engagement, which has a positive effect on their successful transition. Menzies and Baron (2014) then concluded that socialisation is one of the most important factor for successful transition to postgraduate study. This is because an active and engaged student community provides a supportive learning environment and allows students to have an enriched educational experience, which assists with successful transition (Menzies & Baron, 2014). Socialization is therefore one of the most mentioned factors in the literature, ensuring students' transition in various ways.

Therefore, in order to facilitate socialization, multiple recommendations are suggested by researchers. For instance, Quan, Smailee and Fraser (2013) indicated that encouraging students to social network can be a practical way to mitigate social barriers. McInnis stressed the necessity of having a strong campus culture and atmosphere, to encourage students and build learning communities to facilitate transition (2004). Therefore, it is both students' and institutions' responsibility to pave the way and clear barriers to facilitate socialization.

In summary, from the student perspective, successful transition depends on three dimensions: expectation and preparation; individual study capablity; and socialization, and each dimension is interlinked and interactional with others. For instances, Goh & Matthews (2010) pointed out the relationship between socialization and study skills, as the interaction between students in group-working helped them get to grips with critical thinking. Therefore, in order to enhance student transition, it seems important to coordinate each enabler and consider issues in light of the bigger picture, rather than focusing on one specific angle.

2.1.2.2.   *Institutional perspectives*

Institutions also take a great deal of the responsibility for successful transitioning with regards to all of their students. Bean (2005) identified nine crucial factors that influenced transition and apart from those from the individual student's perspective noted above, the others are related to the institutional perspective, including: institutional climate; course arrangement; external environmental factors (forces beyond students' control). McInnis (2004) also identified that support services, academic and general learning resources as well as campus atmosphere are crucial for students' successful transition.

In the following sub-sections, different aspects that relate to successful transition from the institutional perspective will be presented covering: orientation; course and assessment arrangements; as well as learning support.

2.1.2.2.1.   Orientation

Orientation is considered as a critical starting point for the new stage of study. One study showed that students who do not have sufficient information about the institution and the

course, will experience a mismatch with their expectations (Macaro & Wingate, 2004). Orientation is conceptualised as a process of transition between the domain of everyday life and the domain of academic study over a period of time commencing prior to enrolment and continuing into formal studies (Wozniak, Mahony, Lever, & Pizzica, 2009, p.221). Murtaugh, Burns and Schuster (1999) identified orientation processes as one of the four key factors that affects student retention. Its value is in offering students opportunities to meet staff and fellow students, find out about degree requirements, and become familiar with student services etc. (Bowles, Fisher, McPhail, Rosenstreich, & Dobson, 2014). Therefore, orientation is widely recognized as a critical link between students' perception of previous study and future postgraduate study.

Especially for postgraduate students, as the new environment may be substantially different from their previous study, their orientation, being as the start point of this new stage of their education, plays a crucial role. Rout (2007, p. 22) stated clearly that "often if postgraduates don't get support early on in their enrolment for difficulties they are having, the problems are more likely to get worse". An evaluation study among postgraduate student was conducted by Brace-Govan, Luxton, & Wagstaff (2001) which showed that the use of orientation significantly eases students' use of online learning environments. This indicated that a good orientation ensures a smooth start to the semester, which will enhance both students' and staff's learning experiences. To sum up, the orientation process in postgradate study is of great importance and the proper use of orientation process will ease students' learning experience and is therefore likely to smooth their transition.

In order to enhance the success of orientation, suggestions are offered from the literature focusing on different aspects. For instance, one study suggested that orientation should be provided both as pre-semester activity and support embedded within the semester (Wozniak, Mahony, Pizzica, & Koulias, 2007). Additionally, Scagnoli (2001) suggested that both face to face support and online information should be used in orientation programs. Both studies stressed that the orientation should be a consistent support throughout students' transition, and the use of advanced technology such as online orientation and discussion board can help enhance its performance.

2.1.2.2.2.   Courses and assignments, arrangements and workload

As suggested above, good time management skills are important for students to ensure they keep up to date with the course and assignments. Furthermore, from the institution's perspective, the arrangement of courses and assignments is also an important dimension to consider. A survey conducted by Drew (2001, p.313) showed that, a major difficulty for first trimester students is managing their university workload. In another survey conducted by Symons (2011), 43% of the postgraduate student respondents said that they encountered difficulties in understanding and writing assignments, this could be facilitated by better course and assessment alignment and timings so clashes do not occur. Therefore, workload was commonly recognized as a clear barrier to successful transition for first year postgraduate students.

Kember (2001, p. 255) found that postgraduate students were prone to struggle to transition if the processes of learning, teaching and assessment did not reconcile with their previous experience and expectations. Furthermore, a survey focused on postgraduate student experience showed that they felt they lacked preparation for postgraduate level study from their previous life experience (Cluett & Skene, 2006). This indicates that an inconsistency between undergraduate and postgraduate modes of study is another barrier for students' successful transition. Therefore, mitigating the degree of difficulty in the first year of postgraduate study could help to flatten the difficulty curve to better achieve successful transition. This is one major thing that the institution can do to improve the transition to postgraduate study. However, this can only be part of the remedy, given the increased difficulty is an inevitable shift embedded in the transition. Therefore, at the same time that the university is mitigating the difficulty, it also needs to offer learning support to improve students' learning capabilities.

2.1.2.2.3.   University learning support

As suggested above, University learning support with general study skills (such as critical thinking, argumentation, writing and research skills) can enhancing students' learning capacity. McInnis (2004) pointed out that the contribution to student success from general study skills (e.g. how to reference, the adacemic way of writing, how to communicate arguments effectively) is more substaintial than actual instruction and the content of the curriculum for the first year transition. Therefore, in order to offer better support for transition, it is crucial for

the university to improve the coordination of their different study supports to maximise their influence. A student can only perform well if they are equipped with the correct tools. A university must first teach students these important skills before they can assess them and expect the best possible results for the student.

In conclusion, from the instutional perspective, successful transition can be ensured by orientation, effective course and assessment arrangements, and learning support. Different dimensions of these aspects of institutional support are interlinked with student characterics. For instance, orientation offered by the institution is beneficial for offering students realistic expecations of postgraduate study so that they can be better prepared, while learning support facilitates students' studying capability. Therefore, it is both individual and institutional responsibility to ensure successful transition to postgraduate study.

2.1.3. Summary of transition

Being an inevitable shift between different educational stages, transition has long caught researchers' attention. Given the increasing number of postgraduate students, the transition to postgraduate study has been identified as a particularly significant and difficult process. Researches have found that it is both individual and institutional responsibility to ensure successful transition and several enablers from both student and institutional perspectives have been identified in the literature.

With the development of technology, the use of ICT is also becoming an increasingly crucial factor that impacts on transition performance. For instance, Scagnoli (2001) identified the opportunities to enhance learning support with technology, such as online orientation and distance education. Wozniak et al. (2009) launched a holistic orientation program called GettingOnTrack, which took the responsibility for orientation and student support. It mainly targeted three stages: pre-enrolment phase, enrolment phase and post-enrolment phase to facilitate postgraduate students' orientation process. While transition between education stages can be problematic for those engaged in conventional, campus-based programmes, the issues are further complicated in a distance learning environment. In the next section, a review of literature on distance education will be presented.

2.2.   Distance education

2.2.1. Definition

The definition of distance learning has evolved over time. In recent years, the term distance education is often used to describe providing access to learning for those who are geographically distant (Moore, Dickson-Deane, & Galyen, 2010). Nowadays the design of online learning platforms has been found to be greatly influential in distance students' learning processes (Prior, Mazanov, Meacheam, Heaslip, & Hanson, 2016; Chu & Chu, 2010). In general, today, distance education mainly refers to education through an online platform.

2.2.2. Benefits

The literature has recognised that distance education offers many benefits for new post-graduate students. Firstly, flixibility is one of the mostly mentioned benefits in the literature giving students the opportunities to access their studies anywhere. According to a survey conducted by Duranton and Mason (2012), 90% of the respondents pointed out that the mode of delivery was a influencial reason why they selected the course. The opportunities for students to access study in rural areas, even overseas, with full-time responsibilities, or with other limitations are often also highlighted (Reynolds, Mason, & Eaton, 2008; Blackmon, 2013). Secondly, as noted by by Jones (2015), distance education has the potential to enhance student engagement for those students for whom online communication is the norm and preference, or whose learning styles are conductive to distance learning (Ferrera, Ostrander, & Crabtree-Nelson, 2013; Lawrence & Abel, 2012; Moore, 2005). These key benefits are commonly suggested by the majority of studies in the area.

To sum up its benefits, distance education mitigates the limitation of distance. It facilitates student access and engagement through its availibility and flexibility, and the use of new teaching methods. Especially for postgraduate students, as an increasing number of international postgraduate students are travelling overseas to seek high quality education experiences, distance education could be a feasible solution to ease their study experience by overcoming the geographical isolation (Menzies & Baron, 2014). However, every development has two sides, which will be illustrated in the next section.

2.2.3. Concerns and challenges

Although the many benefits that distance education can offer to all students who are no longer willing/able to physically attend university are often highlighted, it also raises concerns and challenges, most of them directly affecting the most critical outcome, which is education quality.

Firstly, Jones (2015) stressed the lack of interpersonal interaction between instructors and students and among students. This is also explained by Duranton and Mason (2012) as the loneliness of long-distance learning, which should be paid attention to. They suggest it is the institution's responsibility to minimise the isolation of individual learner and open up new opportunities for the learner to participate in a learning community.

Secondly, while distance education is generally recognized as a good content delivery method it may not be suitable for all types of courses, particularly those focused on practical and professional practice skills. Experienced online social work educators have expressed concerns about the effectiveness of learning social work practice skills solely through this format, for example. They specifically question the ability of students to demonstrate, and educators to observe, self-awareness, use of self, cultural competency, and relationship skills without face-to-face interaction (Jones, 2015, p.226; Moore, 2005; Vernon, Vakalahi, Pierce, Pittman-Munke, & Adkins, 2009).

Thirdly, one of the most fundamental challenges is that students with little or no experience of learning technologies or social and professional networking may find it difficult to learn effectively online. Therefore, good instructional design is necessary to guide students and enhance their comprehension and use of technology (Duranton & Mason, 2012).

To sum up its risks, distance education may weaken individuals' personal interactions, it is difficult to deliver practical skills development courses and not all students may find the technology easy to use. Other minor risks may also impact on the education quality.

Being an emerging way to deliver content, distance education keeps evolving with the development of technology, and in recent years, it has become popular with increasing access to the internet. Although common definitions and terminologies have not been agree on by practitioners and researchers, its benefits have been widely recognized, along with its risks and people's concerns. However, although it has some weaknesses that need to be solved in the future, these are not hindering its increasingly widespread adoption as a useful and beneficial learning approach.

2.3.   Postgraduate transition into distance education

As the number of postgraduate students is increasing globally, transitioning to postgraduate study has started receiving people's attention. Along with the evolution of distance education, postgraduate study is accepted as an area of growth in higher education. It is suggested that distance education enabled by widening access to the internet and increasingly sophisticated technologies such as personal computers, tablets, etc, offers flexibility in programme delivery to the student by the institution which underpins widening participation opportunities (Osborne, 2003; Seaman, Allen, & Seaman, 2018). It is also assumed that distance education will be a feasible solution to ensure a smooth transition to postgraduate study (Duranton & Mason, 2012). While the promise of distance education for postgraduate study is widely recognized (Reynolds, Mason, & Eaton, 2008; Blackmon, 2013; Jones, 2015; Ferrera, Ostrander, & Crabtree-Nelson, 2013; Lawrence & Abel, 2012; Moore, 2005), concerns about its feasibility for this level of education have also been raised (Jones, 2015; Duranton & Mason, 2012; Moore, 2005; Vernon et al., 2009; Wideman, 2008; Reamer, 2013; Pelech et al., 2013; Menzies & Baron, 2014). This is because successful transition into postgraduate study is dependent on many influential factors, plus there are also weaknesses and risks arising from the distance education mode of study, which remain unresolved.

Therefore, while taking advantage of distance learning as a positive factor, it is also necessary to examine and monitor its effectiveness in order to facilitate its helpfulness rather than think of it as a generic silver bullet to all students' studying needs.

3. Connection to research question

Although the literature on transition to university study is plentiful, it is mostly focused on school-leavers transitioning to undergraduate programmes, many aspects of which are not always relevant for PGTD students (Briggs, Clark, & Hall, 2012), or focuses on postgraduate student adopting distance learning. There is a lack of literature on transitioning into postgraduate student distance education, and a notable lack of research focusing on the students' perspectives. A study conducted by McCormack (2004) evidenced the fact that there is a mismatch between postgraduate students' needs for transition support and provision from the university. Therefore, it is necessary to fill the gap to understand PGTD students' specific transition needs in order to assist universities design appropriate interventions to ensure their successful transfer to PGTD study.

The purpose of this study is to gather insights and seek a deeper understanding from PGTD learners about the nature of their transition experiences. The results will contribute to discussions about the experiences of students in transitioning to this form of study and will help institutions enhance PGTD learner engagement and success. Therefore, the research questions are:

1. How do students experience the transition to PGTD study?
2. What support is helpful for students transitioning to PGTD study?
3. What hinders their successful transition?

4. Methodology

In order to gather insights and seek a deeper understanding from PGTD learners' real study experience, a questionnaire to gather students' perceptions of their transition to PGTD study was designed. The questionnaire included mostly quantitative questions supplemented by some qualitative open questions. The sampling method for this questionnaire was purposive sampling, to produce a sample that can be logically assumed representative of the PGTD learners. After the questionnaire was settled and sample was chosen, the questionnaire was distributed for a two-week period for data collection. After the data was gathered, descriptive statistics for the quantitative data were produced while the qualitative response were coded thematically. This synthesis of quantitative and qualitative data aimed to identify students'

experiences and their transition needs in relation to PGTD learning. The justification and detailed explanation of each process are presented in the following sub-sections.

4.1. Survey

Survey research is one of the most important data collecting method in quantitative research, it has remained the most used in applied social research, as well as other subjects such as information management (need a citation here). In this research paper, the researcher decided to collect PGTD learners' responses by distributing an online questionnaire. The reasons for using a questionnaire are, firstly, that it offers an opportunity to better understand the situation with real-world empirical data. Therefore in this project, instead of solely gathering and predicting the enablers from existing literature, the researcher also conducted a questionnaire to gather real PGTD learners' responses. Therefore the results from this project would be more practical to be used to plan for future intervention to enhance the PGTD learners' studying experience. Secondly, by conducting survey research, researchers are able to use information to form a sample of individuals to make some inference about the wider population (Kelley, Clark, Brown, & Sitzia, 2003). Therefore in this project, by gathering the current PGTD learners and alumnus' perception of their study experiences, the researcher was able to generalize the data to indicate the answers from future PGTD learners. Finally, by using a survey, researchers are able to collect a relatively large amount of data in a short period of time and at a fairly low cost. It also assists researchers to plan and schedule the research process easily and ensure the end results are delivered on time (Kelley, Clark, Brown, & Sitzia, 2003, p.261).

Moving to the survey design; after reviewing the literature on transition to postgraduate study, six themes that affect postgraduate transition were derived. These are: orientation, self-evaluation, expectations, information learning support, studying online at a distance and university learning support. Each section of the questionnaire focused on detailed factors relating to the themes. For instance, under the theme of orientation, questions were targeted on students' perception of their feeling of belonging, finding out degree requirements, finding out about student services and meeting staff and peers online. In addition to these six themes, there were also two additional sections that asked demographic questions at the beginning of the questionnaire as well as an overall assessment of the IST programme at the end. Inside each

theme, the majority of the quantitative questions were scaled questions with a 5 point Likert scale. There were also open questions that allowed the participants to provide more detailed responses following the scaled questions at the end of each section. Based on these questions, the researcher was able to analyse students' specific perceptions towards different elements of their transition experiences and identify possible hindrances and supports. The questionnaire is attached in Appendix A.

The questionnaire was set up and distributed in Qualtrics. When filling the questionnaire, each participant was able to revise their answers before submission. In addition, the "prevent ballot box stuffing" function offered by Qualtrics prevented participants taking the questionnaire repetitively.

4.2.   Sampling

After the questionnaire was settled, the next step was the selection of the questionnaire participants. The sampling method for the research was purposive sampling.

The aim of purposive sampling is not to establish a representative sample but to identify key informants with context-specific knowledge and expertise (Johnson, Buehring, Cassell, & Symon, 2007, p.25). Therefore, surveying IST learners will provide the view from those who with personal experience of IST programme. In pursing this aim, the sample will consist of the participants who are currently studying or graduated from the IST programme, in words current IST student and alumni. To achieve this, this survey was distributed through an email invitation among the IST student cohort.

As for ethical considerations, this survey was anonymous, therefore participants' personal information was not required in the questionnaire. A Human Ethics Committee (HEC) application was approved before conducting the survey. There was an approved information sheet attached at the beginning of the survey, and this survey was distributed through the IST student cohort email list, therefore the researcher was not able to contact individual participants via their individual email address.

After the questionnaire was designed and uploaded and intended participants were selected, the survey was conducted for a two-week period from January 8th to January 20th.

4.3.   Data analysis

After the two-week data collection period, 45 responses were collected, 44 answers are valid (with one blank response). Data analysis then proceeded. As the survey responses derived from the questionnaire were mainly quantitative supplemented by some open questions, descriptive statistics were adopted to analyse the scaled questions, and additional thematic coding for the qualitative responses was undertaken to be able to illustrate and expand upon the quantitative data presentation.

4.3.1.   Analysis of the closed questions

The researcher will first present the descriptive statistics for the quantitative data. Descriptive statistics are used to describe the basic features of the data in a study (Research Methods Knowledge Base, 2020). This research paper mainly look at the distribution and dispersion, which includes standard deviation (SD), mean and percentage. By looking at descriptive statistics, the researcher was able to briefly perceived PGTD learners' demographics and their assessment of different aspects of their learning experiences, and then categorise these as hindrances and supports. For instance, by looking at the percentage from the demographic questions, the author is able to understand the profile of the participants, and the specific score on each option represented learners' perception towards it. Standard deviation also measures the dispersion of participants' responses, indicating the extent to which participants' responses varied from the overall mean. In addition, in order to provide a fuller picture of students' experiences, participants' answers to the open questions are explored and analysed

4.3.2.   Analysis of the open questions

As participants' detailed comments on each theme were provided in response to open questions, it is valuable to look at the qualitative data in order to enhance the credibility and validity of the closed questions. As for the thematic coding for the qualitative data, participants' answers were reread multiple time to ensure the familiarity with the texts. These qualitative

data were then coded into different themes. Coding is the pivotal analytic step that moves the researcher from description toward conceptualization of that description. It allows the researcher to discover and understand participants' views (Charmaz & Belgrave, 2012, p.11). Therefore using it allowed the researcher to process the open data systematically and answer the research questions more fully. During this process, researchers must make "sense" out of what was uncovered and compile the data into sections or groups of information, also known as themes or codes (Creswell & Poth, 2017). Therefore in the coding process, the researcher went through the qualitative data and pulled out the similar and/or reoccurring answers, and then categorized them into different themes. For instance, "hassles with SABA (a new iConferencing platform)", "SABA is confusing" and "Blackboard is cumbersome" will be themed into "platform issues". After categorizing, there was a compare and contrast exercise of the different classifications which helped form the conclusions.

5. Findings

5.1.   Demographics

Among the 45 participants who completed the survey, 21 were alumni (47%) and 24 were current IST students (53%). Among all the alumni, 5 (24%) graduated from both the postgraduate certificate and postgraduate diploma, with the remaining 11 students (52%) graduating with the master's degree. As for the current IST student, master's and postgraduate diploma students each made up 50% of respondents with 12 students responding from both programmes. As for their situation prior to entering IST programme, a majority of participants (78%) had been working, with 49% of participants who had worked more than 5 years. The next largest groups were University students (11%) and other (3 participants were homemakers and one had both gap year and worked). With regards to their highest qualification, 18 participants had their Bachelor's degree (40%) and 17 participants had Master's degree (38%). In addition, there were also 5 participants (11%) who had done postgraduate diplomas (see Figure 1 and Figure 2).
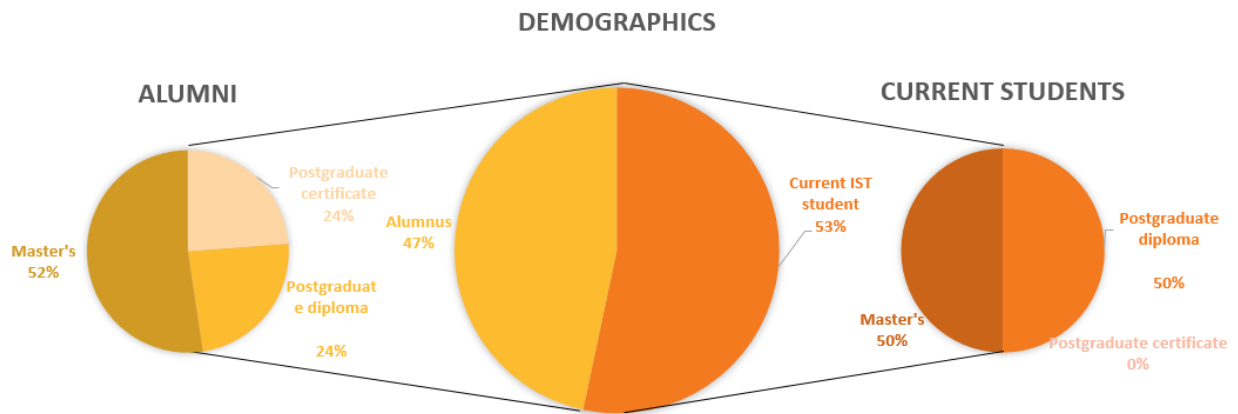
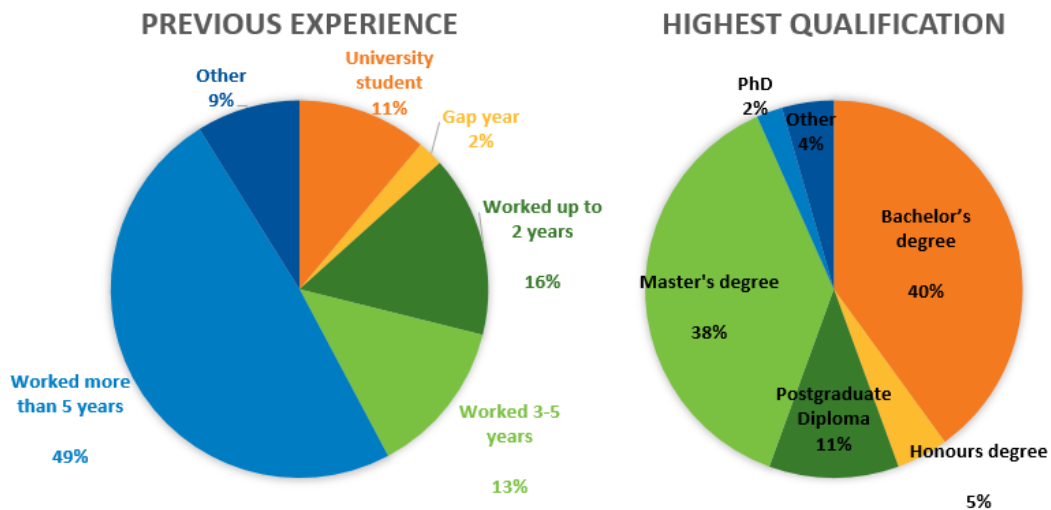*Figure 1 Basic demographic construction*

Figure 2 Career and educational background

5.2.   Orientation

Under the orientation theme, 25 students (56%) responded that they had attended the orientation, including 11 students (25%) who attended online orientation and 14 students (31%) who attended the orientation in person. Meanwhile 20 students (44%) did not attend the orientation. The standard deviations for the scaled questions (see Figure 3) are between 0.8-1, which indicates that learners have diverse experiences under this theme. The answers to the scaled questions from people who attended the orientation indicates that although learners had mixed feelings about the orientation, there is still a room for orientation process to be enhanced in the future. To be more detailed, the result shows that the role of orientation in "finding out degree requirement" and "meeting staff and peers" were considered moderately useful, but

"feeling of belonging" and "finding out about student services" were considered slightly not as useful as the other two.

Connecting to the open questions, students generally recognized the orientation process was somewhat useful, and mentioned that during the orientation process, they are allowed to get a brief impression of the lecturers and staff. For example, one respondent noted:

> *"It is helpful to have a face-to-face interaction with staff and peers rather 'seeing' each other through text chats and discussion boards."*

However, it was also mentioned that students' participation in the orientation was very low and there was indication that they would have valued more emphasis on linking up with other students in the same location for mutual support and discussion. In addition, although learners agreed on the usefulness of online platforms, they believed that it is still difficult to form a proper connection and wanted more personal interaction. Thus, more face-to-face communication in the future would improve their distance learning experience. Last but not least, people desired better student services and more up-to-date information about future workload.
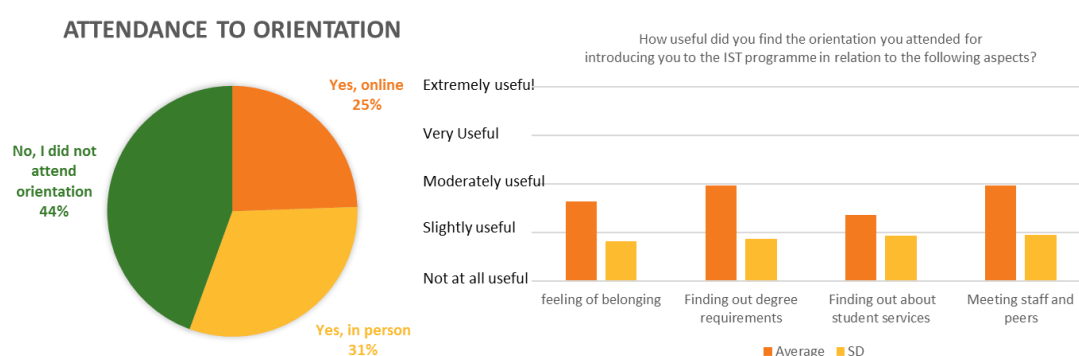

Figure 3 Orientation process

5.3.   Self-evaluation

Turning to respondents' self-evaluation of their readiness for distance learning, in general, their thirst for knowledge and guidance and their study capability were above average. Firstly, their willingness and motivation to study (4.20) and study skills (3.89) are recognized as good and

comparably steady/common (standard deviation around 0.63 and 0.65 respectively). This is notable as the two indicators are prerequisites for students' participation in the IST programmes. In addition, it is recognized by the participants that their time management and willingness to seek assistance and guidance are slightly lower but also considered as "good". Especially with regards to time management, given that 89% of our participants were working or studying directly before/while they started the IST programmes, it was commonly recognized that although their previous working/studying experience helped them better organize their schedules, it was still challenging. This phenomenon was further explored through the open questions where respondents explained that it was not only because their time management skills were challenged, but also because it was hard to find the energy to study while working full time.
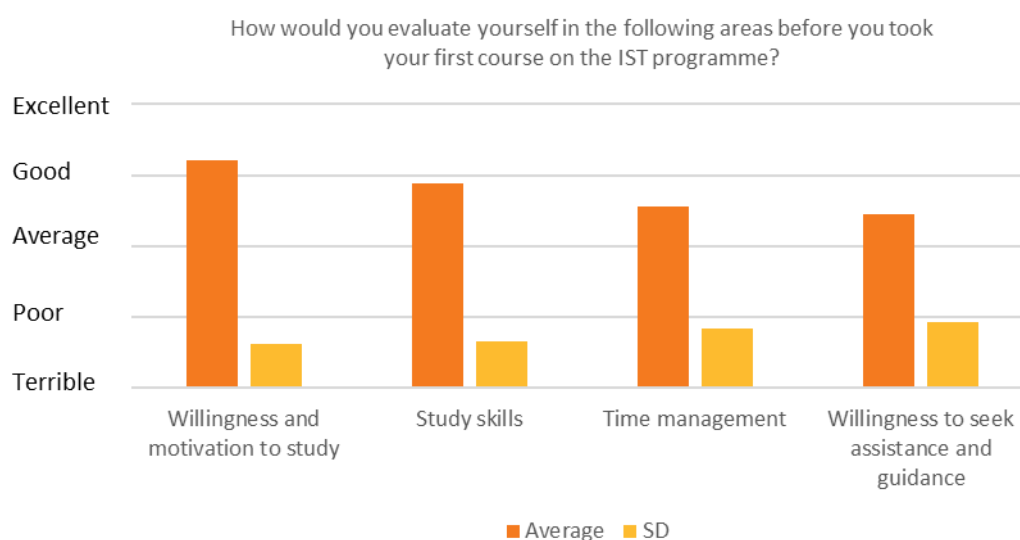

Figure 4 Self-evaluation

5.4. Expectations

The overall average score on the extent to which their first course met their expectations in terms of was around the midpoint (Figure 5). The standard deviations at around 0.6-0.85, indicate that the learners' experiences were similar. Connecting the answer to the open questions, two major issues were highlighted. First, there seems to be a large mismatch between student expectations and the amount of reading involved in the course. This was intensified by the fact that a huge proportion of participants were in full time jobs while studying. As one learner pointed out:

"As expected would be a better way of explaining how I transitioned into study. There was a great deal of reading and I didn't always get to read everything as I was also working 40 hours. Some of the assignments were challenging - particularly the Digital focussed course given the fact that I was working full-time and there was a requirement to create a webpage using HTML which I hadn't done before; as well as other tasks every week!"

Thus, it is pointed out that the high volume of readings are considered very time consuming and burdensome to IST learners. This exacerbated the mismatch between expectation and amount of reading and assignments became one of the most notable causes.

Secondly, a majority of participants found that a mismatch between what they expected and the support available from the university. Connecting to the open questions, it is mentioned mostly that their first course was less guided and lacked assistance and support. In order to mitigate this problem, it was mentioned that in previous years an Auckland-based tutor formed a learning community and allowed students to "attend" the weekly audio-based class together, which was recognized as very helpful by those who attended.

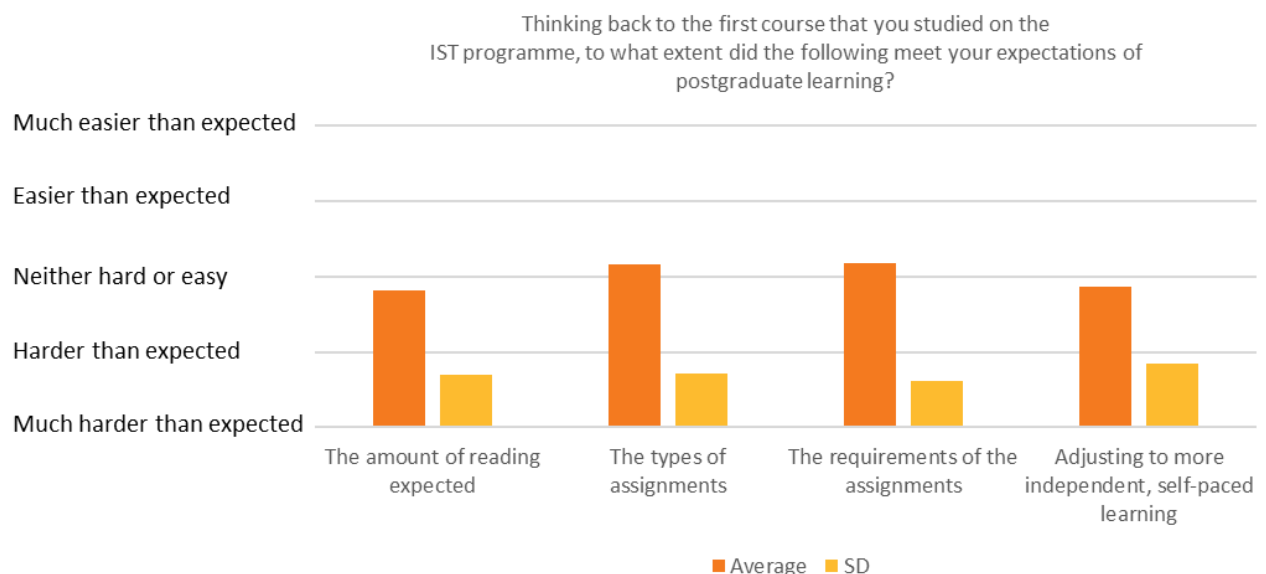

Figure 5 Expectations

5.5.   Information support

Turning to information support, most sources of information were considered "very useful" by the participants, except advice on writing assignments and additional advice. Learners believed

that all these options that are listed in the survey were important for their transition to postgraduate study. As one student suggested:

> *"All this information is necessary to provide student with the context and requirements to successfully complete the course of study."*

The respondents indicated that most of the courses were well supplied with good information about readings, assignments and course contents. For instance, sample assignments and marking rubrics made it clear to learners what was required, and the discussion forum offered opportunities for learners to receive clarification through the discussion board. In addition to the information supplied, tutors were also recognized as responsible and approachable. Similarly, the library resources were also considered vast and supportive. However, there was a group of students who found it difficult to find information about their degree structure is difficult online, and that they need additional support for solving such issues. Moreover, one student also pointed out that:

> *"This depended very much on the lecturer. Some wrote clear course and assignment guidelines, others did not. I would often ask clarifying questions which other students noted were useful."*

Students noticed that each of these aspects varied by course, and they indicated that there was a huge difference between different courses. The standard deviations under this theme range from 0.7-1, it indicating that the feelings towards each service vary considerably between individual learners.
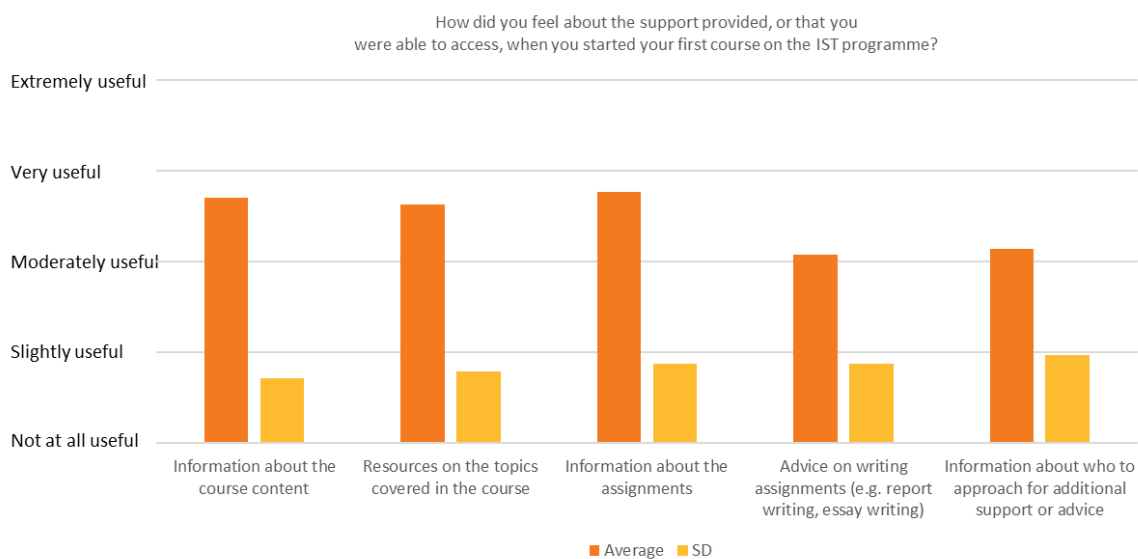

Figure 6 Information support

5.6.   Online support

The online support available to learners was generally considered clear. Analysis of the open questions suggest that there are three major topics derived from this section, which are, firstly, among the 30 open responses, 19 students (63%) pointed out that the SABA platform took time to get used to, even with the pre-course session. They initially encountered difficulty using the SABA iConferencing platform, but they gradually got a better understanding as they used it more, although learners with previous experiences such as university library staff considered SABA as "clear to use". Students still had some technical issues with SABA. As one learner who attended the pre course session suggested:

> *"I attended the SABA tutorial and read all the online information, loaded a new browser to avoid some of the problems with Safari etc. but I still found it really nerve wracking the first few weeks as it seemed to vary whether you just clicked on the link and went straight or whether you had to sign in on the second screen or click on the SABA symbol on my task bar to open the session after clicking on the link. That is still the case but I am more confident with SABA now. It would be good to have a tutor contactable at the time of the lecture beginning in the first week of the trimester."*

In addition, the often cumbersome nature of Blackboard was also stressed as another major issue by most of students. It covered a wide range of small issues, such as difficulty in navigating while other respondents commented on the "clunkiness" of the Blackboard platform.

Thus, the difficulty of using SABA and Blackboard did increase the students' learning curves and hinder learners' successful transition to some extent. Moreover, it was also pointed out by most of the learners that assistance from ITS team and university library had a positive effect on students' experience. The ITS team offered assistance with learners' technical problems, while the library services supported students with vast amount of resources, and these helped improved learners' learning experience to some extent. Notably, most of the standard deviations under this theme are over 1, which means that people's feeling varied over a wide range. This is likely to have been influenced by different learners' experiences and the different courses they chose.
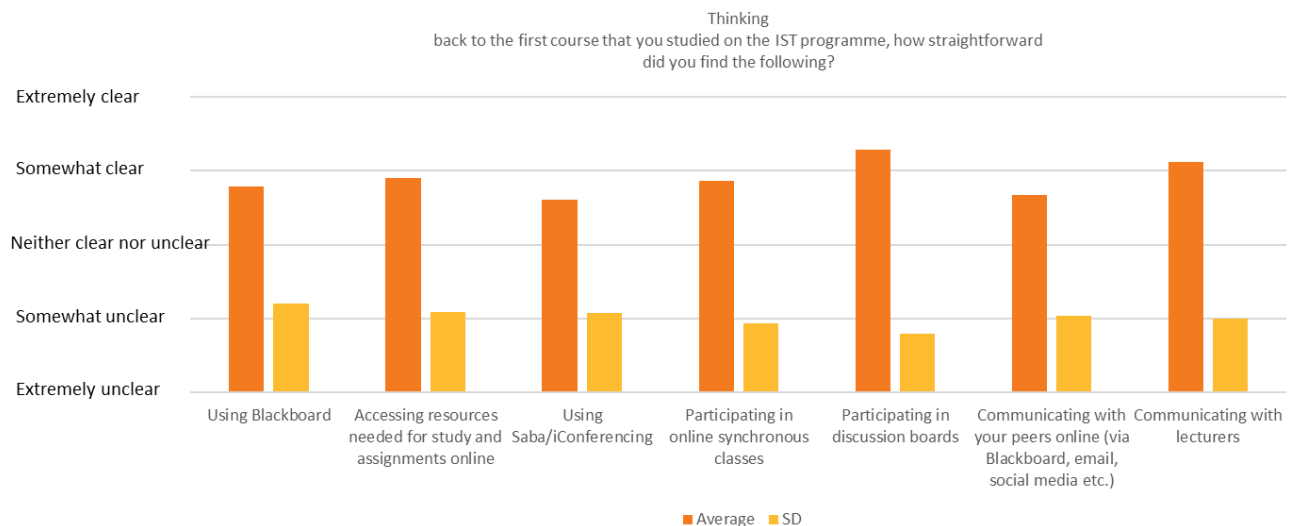
Figure 7 Online support

5.7.   Academic support

When considering students' experiences of academic support, firstly, it is generally recognized that the help from lecturers is very useful. Respondents mentioned in their open comments that contacting the lecturers was easy and lecturers' responses were timely. In addition, the "Blackboard Information Studies Community", "library support", "student services" and "support and StudyHub online resources" were considered moderately useful to most of the participants who had used them. However, nearly a quarter of learners didn't use the Blackboard Information Studies Community or library support for their first course, and about two thirds of learners didn't use university student support services or StudyHub online resources.

In addition to this, there is a small group of people who mentioned that the helpfulness varies depending on the specific paper (standard deviation range from 0.8-1.1). As different papers at different difficulty levels may require different types of academic support, IST learners are able to select different, easier, courses at the start of their study. By showing which courses were more or less supportive, this could help first time postgraduate students ease into the new learning environment.
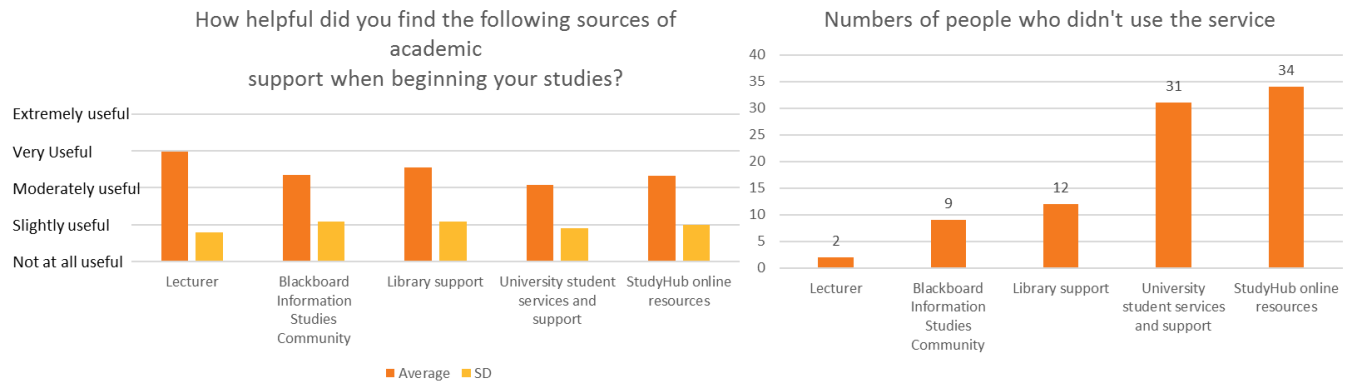
Figure 8 Academic support

5.8. Overall assessment

Finally, when asking about students' overall experience of their transition. People believed that their transition was more than slightly successful (4.15/5). Most of the issues hindering their transition are derived from the distance learning mode of delivery. Firstly, distance learning was a brand new experience for most of the students. Although there were pre-course sessions, students' still encountered learning curves dealing with the online lectures, such as software issues. The assistance from university support such as library and ITS team did offer helpful student support to facilitate their transition. Secondly, students noted their experience of loneliness, especially as there were few fellow students they were able to link up with near their location. This results in most students experiencing distance learning as slightly less enjoyable as going to normal classes. For the future, they recommended more accessible and up-to-date information, as well as more one on one communication with staff or lecturers.

6. Discussion

Most of the learners who attended orientation found it a useful process, from getting a first impression of lecturers and staff to the introduction of the SABA platform. These support helped them get into the postgraduate study smoothly. This verified the points of view from Burns and Schuster (1999); that orientation is supportive to the transition process by allowing students to access course information before the course starts. However, considering the previous literature focused solely on face-to-face education, given the new context of distance learning, its overall score indicates that there is still room for future enhancement. Such enhancement could be focused on improving the communication (student-staff/student-

student) and university study support. These will smooth their postgraduate transition by mitigating students' feelings of loneliness and ease their sense of being overwhelmed from the beginning.

As in their self-evaluation section, most of the participants recognized that their previous working and study experience was an important factor that helped them transition successfully. Their willingness and motivation to study as well as their study skills which are both considered well, had a positive impact on their successful transition. This agreed with Reissner's (2014) finding, who recognized it as the cornerstone of postgraduate study. In addition, the result also verified the findings that an effective time management skill helps with more rapid adaption to postgraduate study (Christie, Barron, & D'Annunzio-Green, 2013; MacCann, Fogarty, & Roberts, 2012). However, when faced with reality, good time management would also be challenging for those full time workers. This is because their full time jobs lead to difficulty with their time management (or with good time management but being too exhausted to study after work). Therefore, although their experience from full-time jobs is considered helpful for their transition, it is also pointed out that it hindered the transition for a number of people.

Additionally, distance learning also brings intrinsic obstacles to communication, verified by the findings of Jones (2015) and Duranton and Mason (2012) which confirmed that distance learning reduces the chances of face-to-face interaction and help seeking. This lack of interaction amplified learners' nervousness during their transition, which remains an unsolved problem as most of learners still felt "loneliness" during their transition. To mitigate this, future intervention could be focused on supporting better assessment arrangement and more frequent face-to-face communication.

The overall mean score of students' expectations is around 3, which indicates two possible issues. Firstly, corresponding with what Compas et al. (1986) suggested, students may not have sufficient course information prior to study, which causes a large mismatch between students' expectation and reality. To supplement this from the current research project, there is another chance that students may be well informed about the amount of readings and assignment types, however, the workload is too intense to be their first course, which meant that the reality of the workload far exceeded their expectations. Both of these factors can hinder students' successful

transition. Therefore, future intervention could be focused on offering accurate and up-to-date course information or reducing the overall workload, to flatten the difficulty curves.

To mitigate the information mismatch from institutions' perspectives, each mean score for information support was between "useful (3)" and "very useful (4)" from most of the participants. This shows that the information support could still be improved. Combined with the open questions, the result shows that most of the information provided by the university was supportive, which was recognized as very crucial for their postgraduate transition. This solved the information inconsistency between graduate and postgraduate modes of study pointed out by Cluett & Skene (2006). However, based on the new context of distance learning, the lack of such information is considered as a hindrance for distance learners. Thus, when referring to the advice on writing assignments, and additional study support, it is suggested that more up-to-date and accessible information which includes "topic on the ITS community section" and "course information" etc. will smooth students' transition. Therefore, in the future, institutions should pay more attention to keeping information up-to-date and accessible.

Most of the online support available was recognized as straightforward and easy to access. IST learners pointed out that the assistance from the ITS team and university library was very supportive for their study experience. This verified the point of view from McInnis (2004), that university support could be considered as one of the enablers for learners' successful transition. However, there are new hindrances emerging from the distance learning context. Many of the learners pointed out that most of the initial difficulty they encountered came from their use of the digital platforms (Blackboard and SABA iConferencing). Although this is alleviated with their increasing familiarity with the platforms, it is still a huge obstacle for the start of their transition process. In addition, there is an inevitable feeling of loneliness derived from distance learning. As most learners found it is hard to communicate with peers online, they felt less prepared to participate during their study. Therefore, in the future, intervention could look at the enhancement of SABA iConferencing platform, to improve its usability and fix it's small problems such as navigation difficulty as well as including more face to face interaction with advanced technology.

As for academic support, the support from lecturers was recognized as very helpful to most of the learners. Other academic support such as student service and StudyHub resources were not being noted or utilized by most of learners, although it was recognized as useful by most of the learners who had used it. Therefore, in the future, this could be improved by designing detailed introduction and instructions for different study resources in their pre-course session to inform learners what services are accessible to them.

In conclusion, as there are six themes derived from the previous literature, all kinds of supports are considered as important for postgraduate transition. The supports and hindrances for postgraduate transition can be seen as interchangeable, for instance, dated information support hinders learners' successful transition, while up-to-date information support helps students' successful transition. As the data comes from a specific programme, the results may not be pervasive for every institution, however the six themes that were derived from previous literature could be taken as a good structure for future survey design.

7. Conclusion

This paper aims to understand postgraduate students' distance learning experiences by looking at IST programmes learners' responses. It found that the orientation process, information support, and student services (ITS and library) are very supportive, while the loneliness, workload and the use of SABA need to be addressed. This result also indicated that each type of support is recognized as a crucial part of postgraduate transition. A successful transition cannot be secured by individual support mechanisms, but it is dependent on the cooperation and coordination of different type of support structures. These come from different places, but they are interlinked, and can be enablers for students' successful transition if they are well designed but also can hinder the transition if poorly constructed.

8. Limitation

The participation for this research project comes from a cohort email list, which includes current IST students and alumnus who graduated years ago. Considering the IST programme is evolving every year, learners may experience the programmes differently as the years goes

on. In addition, alumnus who graduated years ago mentioned that their memories are getting blurry as it had been a long time since they graduated. Therefore this might slightly influence the research outcome.

Moreover, it was been pointed out by numbers of students that their IST programmes experiences varies from course to course. Therefore in the future it could be more accurate to investigate postgraduate learners' transition experience on a specific course.

9. Implications

The result of this research project could be accessed by IST staff, and can be used as a good evidence to understand current IST learners' feeling towards the different themes identified. In addition, the responses to the questionnaire are also helpful to find out the learners'' current perception of IST programme, to determine which support is well organized and which part needs improvement.

Furthermore, the current literature mostly focuses on postgraduate transition or transition to distance learning independently. In this research project, it looks at the combination of postgraduate and distance learning, this research project filled the gap in the previous research, and suggested an interesting area to be looked at in the future.

Moreover, as the situation of each individual course and institution varies, this result may not be pervasive and suitable to be used by every institution. However, these 6 themes could be used by other institutions to investigate their specific programmes in the future.

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Appendix A: Survey

Successful Transition to Postgraduate Taught Distance Programmes – Survey of Postgraduate Taught Distance students.

Section 1: Demographics

Are you a current IST student or an alumnus?

Current	
Alumnus	

If current, which programme are you currently enrolled in?

Postgraduate certificate	
Postgraduate diploma	
Masters	

If alumnus, which programme did you graduate from?

Postgraduate certificate	
Postgraduate diploma	
Masters	

What were you doing before entering IST programme?

University student	

Gap year	
Worked up to 2 years	
Worked 3-5 years	
Worked more than 5 years	
Other, please state	

What is your highest qualification?

Bachelor's degree	
Honours degree	
Master's degree	
PhD	
Other, please state	

Section 2: Orientation

Did you attend orientation for the IST programme?

Yes, online	
Yes, in person	
No, I did not attend orientation	

If yes, how useful did you find the orientation you attended for introducing you to the IST programme in relation to the following aspects?

Scale: 1 Not at all useful – 5 Very useful

	1	2	3	4	5
Feeling of belonging					
Finding out degree requirements					
Finding out about student services					
Meeting staff and peers					

Please explain your answer. E.g. was there anything missing from orientation that you wish had been included?

Section 3: Self-evaluation

How would you evaluate yourself in the following areas before you took your first course on the IST programme?

Scale: 1 Very weak – 5 Very strong

	1	2	3	4	5
Willingness and motivation to study					
Study skills					
Time management					
Willingness to seek assistance and guidance					

Section 3: Expectations

Thinking back to the first course that you studied on the IST programme, to what extent did the following meet your expectations of postgraduate learning?

Scale: 1 much harder than expected – 5 much easier than expected

	1	2	3	4	5
The amount of reading expected					
The types of assignments					
The requirements of the assignments					
Adjusting to more independent, self-paced learning					

Please explain your responses.

Section 4: Learning support

How did you feel about the support provided, or that you were able to access, when you started your first course on the IST programme?

Scale: 1 Not at all useful – 5 Very useful

	1	2	3	4	5
Information about the course content					
Information about the running/delivery of the course					
Resources on the topics covered in the course					
Information about the assignments					
Advice on writing assignments (e.g. report writing, essay writing)					
Information about who to approach for additional support or advice					

Please explain your responses.

Section 5: Studying online at a distance

We'd now like to ask you some questions about studying online at a distance. Again, thinking back to the first course that you studied on the IST programme, how straightforward did you find the following?

Scale: 1 Not at all straightforward– 5 Very straightforward

	1	2	3	4	5
Using Blackboard					
Accessing resources needed for study and assignments online					
Using Saba/iConferencing					
Participating in online synchronous classes					
Participating in discussion boards					
Communicating with your peers online (via Blackboard, email, social media etc.)					
Communicating with lecturers					

Please explain your responses.

Section 6: University learning support

How helpful did you find the following sources of academic support when beginning your studies?

Scale: 1 Not at all helpful — 5 very helpful [N/A: did not use]

	1	2	3	4	5	N/A
Lecturer						
Blackboard Information Studies Community						
Library support						
University student services and support						
StudyHub online resources						
Others, please note____						
Add more "Others"						

Section 7: Overall assessment

Overall, what is your assessment of how successfully you moved into the IST programme?

1 With extreme difficulty – 5 Very successfully

1	2	3	4	5

Please add any comments, opinions on your initial experiences of the IST programme, including what you think would have helped your transition into either postgraduate study and/or online distance learning.

Thank you for your participation. If you would like to be entered in the prize draw to win a 50$ voucher or receive a summary of the result of the survey, please follow this link.

A link direct to another questionnaire

Do you want to enter the prize draw?

Yes	
No	

Do you want to receive a summary of the results of the survey?

Yes	
No	

If "Do you want to enter the prize draw" Yes is selected,

Or "Do you want to receive a summary of the results of the survey?" Yes is selected.

What is your name?

_____

What is your email address?

_____