Bibliography

Jisc Digital Student project 'Online learners' experiences and expectations of the digital environment'

Lou McGill, Tim Gray and Helen Beetham July 2016

Contents

Introduction

This bibliography was developed during the Jisc Digital Student study on Online learners' expectations and experiences of the digital environment. A significant element of the study was a literature review.

Due to the extensive research literature on online and distance learning, our searches were limited to papers published after 2012, although some key papers before that date were included. Over 270 papers were included in the review and were collated in an **open online library**. Studies that involved learners through large-scale surveys and/or detailed qualitative work were prioritised as well as studies that focused on the learning experience, rather than teaching, course design, or organisational issues. These included:

● **Factors influencing the outcomes of online learning** using measures such learners' engagement, progression, satisfaction, successful completion and credits/grades achieved comparative literature which contrasts online and offline learning activities or experiences or contrasts differently designed online learning components

● **Case study evidence** conducted from the perspective of teachers and online learning designers and evaluation studies of specific online courses or interventions

● **Qualitative and mixed-method research studies** which provide a focused theoretically informed and rich picture of online learners' experiences from a variety of perspectives

● **Feedback from learners** - surveys carried out by researchers, online learning providers, and some national bodies

Search terms used:

At the outset our database search terms were:

- online_learning
- online_learners
- MOOC
- open_learning
- virtual_learning
- networked_learning...
- plus (learner)...
- experience
- engagement
- satisfaction
- motivation
- identity/identities
- progression
- development
- perception

To these we later added emotions, disability, retention, curriculum design, socio-economic status, social class, educational disadvantage, cultural, second language students, diversity

Other literature reviews and meta-analysis

1. Alem, F., Plaisent, M., Bernard, P., Chitu, O., 2014. Student Online Readiness Assessment Tools: A Systematic Review Approach. e-Journal of e-Learning 12, 376–384.
    http://www.ejel.org/volume12/issue4/p376 **Keywords** online learners, readiness

2. Bang, J., 2015. MOOCs in Europe: A Literature Review
    http://pure.au.dk//portal/files/90670653/MOOCs_in_Europe.pdf **Keywords** online learners, MOOC, Europe

3. Beetham, H., White, D., Wild, J., 2013. Students' expectations and experiences of the digital environment literature review. Jisc.
    http://repository.jisc.ac.uk/5573/1/JR0005_STUDENTS_EXPECTATIONS_LITERATURE_REVIEW_2.0.pdf **Keywords** learning technology, UK, learner expectations, learner experiences

4. Bernard, R.M., Borokhovski, E., Tamim, R.M., 2014. Detecting bias in meta-analyses of distance education research: big pictures we can rely on. Distance Education 35, 271–293.
    doi:10.1080/01587919.2015.957433
    http://www.tandfonline.com/doi/pdf/10.1080/01587919.2015.957433 **Keywords** distance learners

5. Capdeferro, N., Romero, M., Barberà, E., 2014. Polychronicity: review of the literature and a new configuration for the study of this hidden dimension of online learning. Distance Education 35, 294–310. doi:10.1080/01587919.2015.955249
    http://www.tandfonline.com/doi/pdf/10.1080/01587919.2015.955249 **Keywords** online learners,

6. Halverson, L.R., Graham, C.R., Spring, K.J., Drysdale, J.S., Henrie, C.R., 2014. A thematic analysis of the most highly cited scholarship in the first decade of blended learning research. Internet & Higher Education 20, 20–34. doi:10.1016/j.iheduc.2013.09.004
    http://dx.doi.org/10.1016/j.iheduc.2013.09.004 **Keywords** blended learning, online learners, communication

7. Hart, C., 2012. Factors Associated with Student Persistence in an Online Program of Study: A Review of the Literature. Journal of Interactive Online Learning 11, 19–42.
    http://eric.ed.gov/?id=EJ976760 **Keywords** online learners, USA, HE, retention, learner achievement

8. Hew, K.F., Cheung, W.S., 2014. Students' and instructors' use of massive open online courses (MOOCs): Motivations and challenges. Educational Research Review 12, 45–58.
    doi:10.1016/j.edurev.2014.05.001
    http://www.sciencedirect.com/science/article/pii/S1747938X14000128 **Keywords** online learners, MOOC, learner motivation, learner experience

9. Lee, K., 2015. Discourses and realities of online higher education:a history of [discourses of] online education in Canada's Open University (phd). **http://eprints.lancs.ac.uk/77614/** **Keywords** HE, online learners, learner experience

10. Means, B., Toyama, Y., Murphy, R., Baki, M., 2013. The Effectiveness of Online and Blended Learning: A Meta-Analysis of the Empirical Literature. Teachers College Record 115, 1–47. **https://www.sri.com/sites/default/files/publications/effectiveness_of_online_and_blended_learning.pdf** **Keywords** online learners, learner experience, blended learning

11. Mitchell, F., 2015. Keys to Success in the Online Accounting Classroom to Maximize Student Retention. Journal of Higher Education Theory and Practice 15, 36–44. **http://www.na-businesspress.com/JHETP/FranklinM_Web15_5_.pdf** **Keywords** online learners, learner experience, retention

12. Pavlakou, M., Sharpe, R., 2014. Learners' expectations and experiences of the digital environment in the Further Education and Skills sector: a review of the literature conducted for the Jisc FE Digital Student project. Jisc. **https://digitalstudent.jiscinvolve.org/wp/files/2014/12/JISC-FEDS-lit-review-Dec19-branded.pdf** **Keywords** UK, FE, skills, online learners, learner experience, learning technology

13. Phillips, B., 2015. A Study of The Skills Sectors' learners' expectations and experiences of the digital environment A Literature Review. Jisc. **https://digitalstudent.jiscinvolve.org/wp/files/2016/01/JISC_SkillsSectors_Literature_Review_SEROFinal.docx** **Keywords** UK, FE, skills, online learners, learner experience, learning technology

14. Rienties, B., Rivers, B.A.. 2014 Measuring and Understanding Learner Emotions: Evidence and Prospects." Learning Analytics Review.(No. 1) **http://www.laceproject.eu/publications/learning-analytics-and-emotions.pdf** **Keywords** online learners, blended learning, learner emotion, learner motivation, learner attitudes, learner achievement, self-regulation

15. Sharpe, R., Benfield, G., Roberts, G., Francis, R., 2006. The undergraduate experience of blended e-learning: a review of UK literature and practice. Higher Education Academy. **https://www.heacademy.ac.uk/sites/default/files/sharpe_benfield_roberts_francis_0.pdf** **Keywords** UK, HE, online learners, learner experience, learning technology, blended learning

16. Tsai, C.-C., Chuang, S.-C., Liang, J.-C., Tsai, M.-J., 2011. Self-Efficacy in Internet-Based Learning Environments: A Literature Review. Educational Technology & Society 14, 222–240. **http://www.ifets.info/journals/14_4/19.pdf** **Keywords** self-efficacy, online learners, learning technology

Factors influencing the outcomes of online learning

Literature on factors influencing the outcomes of online learning using measures such learners' engagement, progression, satisfaction, successful completion and credits/grades achieved. These studies help us to understand how differences among learners influence their experiences of online learning.

1. Alem, F., Plaisent, M., Bernard, P., Chitu, O., 2014. Student Online Readiness Assessment Tools: A Systematic Review Approach. e-Journal of e-Learning 12, 376–384.
   http://www.ejel.org/volume12/issue4/p376 **Keywords** online learners, readiness

2. Alquarashi, E., 2016. Self-Efficacy In Online Learning Environments: A Literature Review. Contemporary Issues in Education Research 9
   http://www.cluteinstitute.com/ojs/index.php/CIER/article/download/9549/9710 **Keywords** online learners, self-efficacy, digital literacy, learner experience

3. AOC. A summary discussion of the use of learning technologies in further education: AoC/ALT position paper., 2014. . Association of Colleges & Association for Learning Technology, London.
   https://www.aoc.co.uk/sites/default/files/A%20summary%20discussion%20of%20the%20use%20of%20learning%20technologies%20in%20Further%20Education_1.pdf **Keywords** FE, learning technology, USA, blended learning, online learning

4. Artino, A.R., Jones, K.D., 2012. Exploring the complex relations between achievement emotions and self-regulated learning behaviors in online learning. The Internet and Higher Education 15, 170–175. doi:10.1016/j.iheduc.2012.01.006
   https://www.researchgate.net/publication/257496467_Exploring_the_complex_relations_between_achievement_emotions_and_self-regulated_learning_behaviors_in_online_learning **Keywords** USA, professional learning, online learners, learner achievement, learner emotion, self-regulation

5. Betts, K., Cohen, A.H., Veit, D.P., Alphin, H.C., Broadus, C., Allen, D., 2013. Strategies to Increase Online Student Success for Students with Disabilities. Journal of Asynchronous Learning Networks 17, 49–64. http://eric.ed.gov/?id=EJ1018265 **Keywords** Disabled learners, distance learners, learner achievement, learner engagement, online learners

6. Boling, E.C., Hough, M., Krinsky, H., Saleem, H., Stevens, M., 2012. Cutting the distance in distance education: Perspectives on what promotes positive, online learning experiences. The Internet and Higher Education, Special issue of the American Educational Research Association's online teaching and learning special interest group 15, 118–126. doi:10.1016/j.iheduc.2011.11.006
   http://www.sciencedirect.com/science/article/pii/S109675161100090X **Keywords** HE, USA, distance learners, online learners, sense of community, communication

7. Bonk, C.J., Mimi Miyoung Lee, Xiaojing Kou, Shuya Xu, Feng-Ru Sheu, 2015. Understanding the Self-Directed Online Learning Preferences, Goals, Achievements, and Challenges of MIT OpenCourseWare Subscribers. Journal of Educational Technology & Society 18, 349–368.
   http://www.ifets.info/journals/18_2/26.pdf **Keywords** mooc, USA, open learning, learner achievement, learner experience, learner motivation, self-regulation

8. Buzdar, M.A., Ali, A., Tariq, R.U.H., 2016. Emotional Intelligence as a Determinant of Readiness for Online Learning. The International Review of Research in Open and Distributed Learning 17. doi:10.19173/irrodl.v17i1.2149 **http://www.irrodl.org/index.php/irrodl/article/view/2149 Keywords** Pakistan, HE, online learners, learner achievement, learner motivation, self-efficacy

9. Capdeferro, N., Romero, M., 2012. Are online learners frustrated with collaborative learning experiences? The International Review of Research in Open and Distributed Learning 13, 26–44. **http://www.irrodl.org/index.php/irrodl/article/view/1127 Keywords** online learners, collaboration, learner emotion, learner experience

10. Chen, R., Bennett, S., 2012. When Chinese learners meet constructivist pedagogy online. Higher Education 64, 677–691. doi:10.1007/s10734-012-9520-9 **http://ro.uow.edu.au/cgi/viewcontent.cgi?article=2535&context=edupapers Keywords** Australia, cultural differences, HE, online learners, learner experience, learner achievement, sense of community

11. Cheng, J., Kulkarni, C., Klemmer, S., 2013. Tools for Predicting Drop-off in Large Online Classes, in: Proceedings of the 2013 Conference on Computer Supported Cooperative Work Companion, CSCW '13. ACM, New York, NY, USA, pp. 121–124. doi:10.1145/2441955.2441987 **http://dx.doi.org/10.1145/2441955.2441987 Keywords** online learners, retention

12. Cole, M.T., Shelley, D.J., Swartz, L.B., 2014. Online instruction, e-learning, and student satisfaction: A three year study. The International Review of Research in Open and Distributed Learning 15 **http://www.irrodl.org/index.php/irrodl/article/view/1748 Keywords** USA, HE, learner satisfaction, online learners, blended learning, retention, social presence, retention, interaction

13. Cleveland-Innes, M., Campbell, P., 2012. Emotional presence, learning, and the online learning environment. The International Review of Research in Open and Distributed Learning 13, 269–292. **http://www.irrodl.org/index.php/irrodl/article/view/1234 Keywords** international, HE, distance learners, online learners, learner emotion, learner experience

14. Comer, D.R., Lenaghan, J.A., Sengupta, K., 2015. Factors That Affect Students' Capacity to Fulfill the Role of Online Learner. Journal of Education for Business 90, 145–155. doi:10.1080/08832323.2015.1007906 **http://www.tandfonline.com/doi/abs/10.1080/08832323.2015.1007906 Keywords** USA, HE, distance learners, online learners, learner expectations, learner perceptions

15. Cortez, A., 2014. Predicting International critical Success Factors in elearning: A comparison of four universities from China, Mexico, Spain and USA. Universitat Oberta de Catalunya. **http://www.tdx.cat/bitstream/handle/10803/276198/Thesis?sequence=1 Keywords** HE, international, online learners, cultural differences, digital literacy, identity, interaction, learner achievement, learner expectations, learner motivation, learner perceptions, learner satisfaction, self-efficacy, social presence, student support

16. Crampton, A., Ragusa, A.T., 2012. Communication and Education: Finding the Balance with 24/7 Opportunities for Students. International Journal of Technology, Knowledge & Society 8, 33–42. **https://www.researchgate.net/publication/275850159_Communication_and_education_findin**

g_balance_with_247_opportunities_for_students **Keywords** Australia, HE, distance learners, online learners, communication, interaction, learner expectations, learner satisfaction, student support

17. Deveci Topal, A., 2016. Examination of University Students' Level of Satisfaction and Readiness for E-Courses and the Relationship between Them. European Journal of Contemporary Education 15, 7–23. doi:10.13187/ejced.2016.15.7 **http://ejournal1.com/journals_n/1459666234.pdf Keywords** Distance learners, online learners, readiness, Turkey, HE, learner satisfaction

18. Dray, B.J., Lowenthal, P.R., Miszkiewicz, M.J., Ruiz-Primo, M.A., Marczynski, K., 2011. Developing an instrument to assess student readiness for online learning: a validation study. Distance Education 32, 29–47. doi:10.1080/01587919.2011.565496 **http://www.tandfonline.com/doi/abs/10.1080/01587919.2011.565496 Keywords** readiness, online learners, distance learners, learner achievement

19. Dziuban, C., Moskal, P., Thompson, J., Kramer, L., DeCantis, G., Hermsdorfer, A., 2015. Student Satisfaction with Online Learning: Is It a Psychological Contract? Online Learning 19. **http://olj.onlinelearningconsortium.org/index.php/olj/article/viewFile/496/141 Keywords** USA, HE, online learners, social presence, learner satisfaction, assessment, learner experience, learner engagement

20. Ellis, K., Kent, M., 2010. Disability and New Media. Taylor & Francis. **https://books.google.co.uk/books/about/Disability_and_New_Media.html?id=pIHbTdufioMC Keywords** accessibility, disabled learners, online learners, learning technology, assistive technology

21. Foley, A., Ferri, B.A., 2012. Technology for people, not disabilities: ensuring access and inclusion. Journal of Research in Special Educational Needs 12, 192–200. doi:10.1111/j.1471-3802.2011.01230.x **https://www.researchgate.net/publication/263752183_Technology_for_people_not_disabilities_Ensuring_access_and_inclusion Keywords** Assistive technology, disabled learners, accessibility, inclusive technology, online learners

22. Fuller, J., Risner, M., Lowder, L., Hart, M., Bachenheimer, B., 2014. Graduates' Reflections on an Online Doctorate in Educational Technology. TechTrends: Linking Research & Practice to Improve Learning 58, 73–80. doi:10.1007/s11528-014-0771-4 **http://link.springer.com/article/10.1007%2Fs11528-014-0771-4 Keywords** online learners, learner perceptions, learner experience, HE, USA, distance learners, professional learning, social presence, interaction, sense of community

23. Hachey, A.C., Wladis, C., Conway, K., 2015. Prior online course experience and G.P.A. as predictors of subsequent online STEM course outcomes. Internet & Higher Education 25, 11–17. doi:10.1016/j.iheduc.2014.10.003 **http://dx.doi.org/10.1016/j.iheduc.2014.10.003 Keywords** HE, USA, online learners, readiness, retention, prior online experience

24. Harrell, I.L., 2008. Increasing the Success of Online Students. Inquiry 13, 36–44. **http://files.eric.ed.gov/fulltext/EJ833911.pdf Keywords** USA, online learners, learner experiences, retention, learner achievement, non-traditional learners

25. Harrison, R., Gemmell, I., Reed, K., 2014. Student satisfaction with a web-based dissertation course: Findings from an international distance learning master's programme in public health. The International Review of Research in Open and Distributed Learning 15. http://www.irrodl.org/index.php/irrodl/article/view/1665 **Keywords** distance learners, online learners, part-time learners, interaction, HE, professional learning, learner satisfaction, student support, UK

26. Hart, C., 2012. Factors Associated with Student Persistence in an Online Program of Study: A Review of the Literature. Journal of Interactive Online Learning 11, 19–42. http://eric.ed.gov/?id=EJ976760 **Keywords** online learners, USA, HE, retention, learner achievement

27. Hartnett, M., George, A.S., Dron, J., 2011. Examining motivation in online distance learning environments: Complex, multifaceted and situation-dependent. The International Review of Research in Open and Distributed Learning 12, 20–38. http://www.irrodl.org/index.php/irrodl/article/view/1030 **Keywords** online learners, learner motivation, self-efficacy, social presence

28. Hartnett, M., 2016. The Importance of Motivation in Online Learning, in: Motivation in Online Education. Springer Singapore, pp. 5–32. http://link.springer.com/chapter/10.1007/978-981-10-0700-2_2 **Keywords** online learners, learner motivation, distance learners

29. Hilton, J.L., Graham, C., Rich, P., Wiley, D., 2010. Using online technologies to extend a classroom to learners at a distance. Distance Education 31, 77–92. doi:10.1080/01587911003725030 http://dx.doi.org/10.1080/01587911003725030 **Keywords** online learners, distance learners, learning technology

30. Hockings, C., Brett, P., Terentjevs, M., 2012. Making a difference—inclusive learning and teaching in higher education through open educational resources. Distance Education 33, 237–252. doi:10.1080/01587919.2012.692066 http://www.tandfonline.com/doi/abs/10.1080/01587919.2012.692066 Keywords distance learners, online learners, HE, UK, diversity, open learning

31. Holzweiss, P.C., Joyner, S.A., Fuller, M.B., Henderson, S., Young, R., 2014. Online graduate students' perceptions of best learning experiences. Distance Education 35, 311–323. doi:10.1080/01587919.2015.955262 http://www.tandfonline.com/doi/abs/10.1080/01587919.2015.955262#.V4N5vrgrKUk **Keywords** distance learners, online learners, learner experiences, critical thinking

32. Hood, N., Littlejohn, A., Milligan, C., 2015. Context counts: How learners' contexts influence learning in a MOOC. Computers & Education 91, 83–91. doi:10.1016/j.compedu.2015.10.019 http://www.sciencedirect.com/science/article/pii/S0360131515300683 **Keywords** mooc, self-regulation, learner motivation, learner experiences, online learners

33. Jan, S.K., 2015. The Relationships Between Academic Self-Efficacy, Computer Self-Efficacy, Prior Experience, and Satisfaction With Online Learning. American Journal of Distance Education 29,

30–40. doi:10.1080/08923647.2015.994366 http://dx.doi.org/10.1080/08923647.2015.994366 **Keywords** self-efficacy, learner satisfaction, online learners, learning technology, learner experience

34. Jiang, S., Williams, A.E., Warschauer, M., He, W., O'Dowd, D.K., 2014. Influence of incentives on performance in a pre-college biology MOOC. The International Review of Research in Open and Distributed Learning 15. http://www.irrodl.org/index.php/irrodl/article/view/1858 **Keywords** mooc, online learners, learner experience, learner achievement, USA

35. Jung, I., Kudo, M., Choi, S.-K., 2012. Stress in Japanese learners engaged in online collaborative learning in English. British Journal of Educational Technology 43, 1016–1029. doi:10.1111/j.1467-8535.2011.01271.x http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8535.2011.01271.x/abstract **Keywords** Japan, HE, collaboration, online learners, learning technology, digital literacy, self-efficacy, learner experience, learner perceptions, cultural differences

36. Ke, F., 2013. Online interaction arrangements on quality of online interactions performed by diverse learners across disciplines. Internet & Higher Education 16, 14–22. doi:10.1016/j.iheduc.2012.07.003 http://www.sciencedirect.com/science/article/pii/S1096751612000413# **Keywords** USA, HE, online learners, social networks, communication, identity, cultural differences, age differences

37. Kirmizi, Ö., 2014. A Study on the Predictors of Success and Satisfaction in an Online Higher Education Program in Turkey. International Journal of Education 6. http://www.macrothink.org/journal/index.php/ije/article/viewFile/6322/5333 **Keywords** Turkey, HE, distance learners, online learners, collaboration, interaction, learner achievement, learner satisfaction

38. Kirmizi, Ö., 2015. The Influence of Learner Readiness on Student Satisfaction and Academic Achievement in an Online Program at Higher Education. Turkish Online Journal of Educational Technology - TOJET 14, 133–142. http://eric.ed.gov/?id=EJ1057353 **Keywords** Turkey, distance learners, online learners, HE, digital literacy, learner achievement, learner attitudes, learner motivation self-efficacy, learner perceptions

39. Kizilcec, R.F., Bailenson, J.N., Gomez, C.J., 2015. The Instructor's Face in Video Instruction: Evidence From Two Large-Scale Field Studies. Journal of Educational Psychology 107, 724–739. doi:10.1037/edu0000013 http://rene.kizilcec.com/wp-content/uploads/2013/02/kizilcec2015instructor.pdf **Keywords** mooc, learner experience, learner engagement

40. Koller, D., Ng, A., Chung, D., Zhenghao, C., 2013. Retention and Intention in Massive Open Online Courses: In Depth. Educause review online. http://er.educause.edu/articles/2013/6/retention-and-intention-in-massive-open-online-courses-in-depth **Keywords** mooc, online learners, retention, learner motivation

41. Kop, R., 2011. The challenges to connectivist learning on open online networks: Learning experiences during a massive open online course. The International Review of Research in Open

and Distributed Learning 12, 19–38. http://www.irrodl.org/index.php/irrodl/article/view/882
Keywords MOOC, online learners, social presence, communication, connectivism

42. Kuo, Y.-C., Belland, B.R., 2016. An exploratory study of adult learners' perceptions of online learning: Minority students in continuing education. Education Tech Research Dev 1–20. doi:10.1007/s11423-016-9442-9 http://link.springer.com/article/10.1007/s11423-016-9442-9 **Keywords** USA, adult learners, non-traditional learners, part-time learners, learner experience, self-efficacy, digital literacy, gender differences, age differences, interaction, learner satisfaction

43. Lai, K.-W., Khaddage, F., Knezek, G., 2013. Blending student technology experiences in formal and informal learning. Journal of Computer Assisted Learning 29, 414–425. doi:10.1111/jcal.12030 http://onlinelibrary.wiley.com/doi/10.1111/jcal.12030/abstract **Keywords** online learners, informal learning, collaboration, communication, learning technology, mobile devices

44. Laurillard, D., 2016. The educational problem that MOOCs could solve: professional development for teachers of disadvantaged students. Research in Learning Technology 24. doi:10.3402/rlt.v24.29369 http://www.researchinlearningtechnology.net/index.php/rlt/article/view/29369 **Keywords** international, mooc, non-traditional learners, professional learners, collaboration, social networks

45. Lee, Y., Choi, J., Kim, T., 2013. Discriminating Factors between Completers of and Dropouts from Online Learning Courses. British Journal of Educational Technology 44, 328–337. oi:10.1111/j.1467-8535.2012.01306.x http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8535.2012.01306.x/abstract **Keywords** Learner experiences, retention, online learners, self-regulation, study habits, distance learners, metacognition, learner achievement, self-efficacy

46. Lee, K., 2015. Discourses and realities of online higher education:a history of [discourses of] online education in Canada's Open University (phd). http://eprints.lancs.ac.uk/77614/ **Keywords** Canada, HE, online learners, open learning, learner experience

47. Leeds, B., 2014. Temporal experiences of e-learning by distance learners. Education + Training 56, 179–189. doi:10.1108/ET-11-2012-0114 http://www.emeraldinsight.com/doi/abs/10.1108/ET-11-2012-0114 **Keywords** HE, distance learners, online learners, time management, learner experiences

48. Lehman, B., D'Mello, S., Graesser, A., 2012. Confusion and complex learning during interactions with computer learning environments. The Internet and Higher Education, Emotions in online learning environments 15, 184–194. doi:10.1016/j.iheduc.2012.01.002 http://www.sciencedirect.com/science/article/pii/S1096751612000036 **Keywords** USA. HE, online learners, learner perceptions, learner emotion, interaction

49. Ley, K., Gannon-Cook, R., 2014. Learner-Valued Interactions: research into practice. Quarterly Review of Distance Education 15, 23–32. http://www.aect.org/pdf/proceedings13/2013/13_16.pdf **Keywords** online learners, communication, interaction, self-regulation, social networks, learner perceptions

50. McKeon, J., 2014. An Investigation into Students' and Teachers' Perceptions of Aspects of Online Learning. International Journal of Research in Humanities and Social Studies 1, 64–76.

http://www.ijrhss.org/pdf/v1-i1/9.pdf **Keywords** distance learners, online learners, professional learning, interaction, international, learner motivation, relationships, learner perceptions

51. Martin, L., Spolander, G., Ali, I., Maas, B., 2014. The evolution of student identity: A case of caveat emptor. Journal of Further & Higher Education 38, 200–210. doi:10.1080/0309877X.2012.722200 **http://www.tandfonline.com/doi/pdf/10.1080/0309877X.2012.722200 Keywords** online learners, identity, HE, part-time learners, non-traditional learners, learner achievement, adult learners

52. Mitchell, F., 2015. Keys to Success in the Online Accounting Classroom to Maximize Student Retention. Journal of Higher Education Theory and Practice 15, 36–44. **http://www.na-businesspress.com/JHETP/FranklinM_Web15_5_.pdf Keywords** USA, HE, online learners, assessment, communication, retention, learner achievement, collaboration

53. Mensch, S., 2015. Improving Distance Education Through Student Online Orientation Classes. Culture & Religion Review Journal 2015, 12–16. **http://www.aabri.com/OC09manuscripts/OC09092.pdf Keywords** US, HE, online learners, distance learners, retention, digital literacy, student support

54. Newman, T., Beetham, H., Knight, S., 2016. Student digital experience tracker 2016: results from the pilot project. Jisc. **http://repository.jisc.ac.uk/6436/2/Student_digital_experience_tracker_pilot_report_-_June_2016_FINAL.pdf Keywords** learner experience, UK, learning technology, FE, HE

55. Nwankwo, A., 2015. Students' Learning Experiences and Perceptions of Online Course Content and Interactions. **http://scholarworks.waldenu.edu/dissertations/188 Keywords** USA, HE, online learners, interaction, learner perceptions, learner experience

56. Oliver, Martin and Domingo, Myrrh and Hunter, Jade and Pan, Lin and Gourlay, Lesley (2014) Pre-tertiary engagement with online learning : Exploring uses of online learning environments and digital technology for progression into and through Higher Education. [Report] **http://eprints.ioe.ac.uk/19278/ Keywords** online learners, online learning, learner engagement, self-regulation, study habits

57. Painter, Jr., D., 2015. An Investigation of the Relationship Between Face-to-Face Orientations, Instructor Verbal Immediacy Behaviors, and Persistence in Online Courses. (phd) **http://scholarcommons.usf.edu/etd/6006 Keywords** USA, FE, online learners, interaction, communication, learner achievement

58. Reich, J., 2014. MOOC Completion and Retention in the Context of Student Intent. Educause review online. Dec. 2014 **http://er.educause.edu/articles/2014/12/mooc-completion-and-retention-in-the-context-of-student-intent Keywords** mooc, online learners, learner motivation, learner achievement, USA

59. Reilly, J.R., Gallagher-Lepak, S., Killion, C., 2012. "Me and my computer": emotional factors in online learning. Nurs Educ Perspect 33, 100–105. **http://www.ncbi.nlm.nih.gov/pubmed/22616408 Keywords** US, professional learning, distance learners, online learners, learner perceptions, learner emotion, sense of community

60. Rekkedal, T., 2012. Local Support for Online Learners with Possible Learning Disabilities. European Journal of Open, Distance and E-learning 15. http://www.eurodl.org/index.php?p=special&sp=articles&inum=4&article=538&article=544 **Keywords** Adult learners, disabled learners, online learners, vocational learners

61. Rienties, B., Rivers, B.A.. (2014) Measuring and Understanding Learner Emotions: Evidence and Prospects." Learning Analytics Review.(No. 1) http://www.laceproject.eu/learning-analytics-review/measuring-and-understanding-learner-emotions/ **Keywords** online learners, blended learning, learner emotion, learner motivation, learner attitudes, learner achievement, self-regulation

62. Roberts, J.B., Crittenden, L.A., Crittenden, J.C., 2011. Students with disabilities and online learning: A cross-institutional study of perceived satisfaction with accessibility compliance and services. The Internet and Higher Education 14, 242–250. doi:10.1016/j.iheduc.2011.05.004 http://dx.doi.org/10.1016/j.iheduc.2011.05.004 **Keywords** Accessibility, disabled learners, online learners, USA, HE, accessibility

63. Ross, J., Gallagher, M.S., Macleod, H., 2013. Making distance visible: Assembling nearness in an online distance learning programme. The International Review of Research in Open and Distributed Learning 14. http://www.irrodl.org/index.php/irrodl/article/view/1545 **Keywords** UK, HE, sense of community, distance learners, online learners, resilience

64. Seale, J., 2013. When digital capital is not enough: reconsidering the digital lives of disabled university students. Learning, Media and Technology 38, 256–269. doi:10.1080/17439884.2012.670644 http://dx.doi.org/10.1080/17439884.2012.670644 **Keywords** Disabled learners, HE, UK, digital literacy, assistive technology

65. Seale, J., Georgeson, J., Mamas, C., Swain, J., 2015. Not the right kind of "digital capital"? An examination of the complex relationship between disabled students, their technologies and higher education institutions. Computers & Education 82, 118–128. doi:10.1016/j.compedu.2014.11.007 http://dx.doi.org/10.1016/j.compedu.2014.11.007 **Keywords** Disabled learners, HE, UK, digital literacy, assistive technology

66. Selwyn, N., 2016. Digital downsides: exploring university students' negative engagements with digital technology. Teaching in Higher Education 0, 1–16. doi:10.1080/13562517.2016.1213229 http://dx.doi.org/10.1080/13562517.2016.1213229 **Keywords** Australia, HE, online learners, learner emotions, learner experiences

67. Shroff, R.H. and Vogel, D. R. (2009) Assessing the Factors Deemed to Support Individual Student Intrinsic Motivation in Technology Supported Online and Face-to-Face Discussions, Journal of Information Technology Education 8 http://www.jite.org/documents/Vol8/JITEv8p059-085Shroff416.pdf **Keywords** learner motivation, communication, online learners, metacognition, self-regulation, learner engagement, HE

68. Siemens, G., Irvine, V., Code, J., 2013. Guest Editors' Preface to the Special Issue on MOOCs: An Academic Perspective on an Emerging Technological and Social Trends. MERLOT Journal of Online Learning and Teaching 9. http://jolt.merlot.org/vol9no2/siemens_editorial_0613.pdf **Keywords** MOOC, international, online learners, HE

69. Snowball, J., 2014. Using interactive content and online activities to accommodate diversity in a large first year class. Higher Education 67, 823–838. doi:10.1007/s10734-013-9708-7 http://link.springer.com/article/10.1007/s10734-013-9708-7 Keywords South Africa, diversity, online learners, blended learning

70. Stoessel, K., Ihme, T., Barbarino, M.-L., Fisseler, B., Stürmer, S., 2015. Sociodemographic Diversity and Distance Education: Who Drops Out from Academic Programs and Why? Research in Higher Education 56, 228–246. doi:10.1007/s11162-014-9343-x http://link.springer.com/article/10.1007/s11162-014-9343-x Keywords Germany, Distance learners, online learners, diversity, gender, age, non-traditional learners, HE, blended learning

71. Tang, Y., Tseng, H.W., 2013. Distance Learners' Self-efficacy and Information Literacy Skills. The Journal of Academic Librarianship 39, 517–521. doi:10.1016/j.acalib.2013.08.008 http://www.sciencedirect.com/science/article/pii/S0099133313000967 Keywords distance learners, self-efficacy, digital literacy

72. Tempelaar, D.T., Niculescu, A., Rienties, B., Gijselaers, W.H., Giesbers, B., 2012. How achievement emotions impact students' decisions for online learning, and what precedes those emotions. The Internet and Higher Education 15, 161–169. doi:10.1016/j.iheduc.2011.10.003 https://www.researchgate.net/publication/230851934_How_achievement_emotions_impact_ students'_decisions_for_online_learning_and_what_precedes_those_emotions Keywords Netherlands, HE, blended learning, online learners, learner emotion, learner achievement

73. Tsai, C.-C., Chuang, S.-C., Liang, J.-C., Tsai, M.-J., 2011. Self-Efficacy in Internet-Based Learning Environments: A Literature Review. Educational Technology & Society 14, 222–240. http://www.ifets.info/journals/14_4/19.pdf Keywords international, online learners, self-efficacy, digital literacy, HE, learner perceptions, learning technology,

74. Vanslambrouck, S., Zhu, C., Tondeur, J., Lombaerts, K., 2015. Motivational Profiles of Adult Learners in Online and Blended Learning, in: Proceedings of the 14th European Conference on E-Learning, University of Hertfordshire Hatfield, UK. Presented at the European Conference on e-Learning, pp. 754–761. https://www.researchgate.net/publication/283354830_Motivational_Profiles_of_Adult_Learn ers_in_Online_and_Blended_Learning And ppt overview - http://www.iwt-alo.be/wp-content/uploads/2015/11/ECEL_PPT_silke_vanslambrouck.pdf Keywords Adult learners, blended learning, learner motivation, online learner

75. Walji, S., Deacon, A., Small, J., Czerniewicz, L., 2016. Learning through engagement: MOOCs as an emergent form of provision. Distance Education 37, 208–223. doi:10.1080/01587919.2016.1184400 http://www.tandfonline.com/doi/abs/10.1080/01587919.2016.1184400 Keywords MOOC, online learners, learner engagement

76. Wang, Y.D., 2014. Building student trust in online learning environments. Distance Education 35, 345–359. doi:10.1080/01587919.2015.955267 https://www.homeworkmarket.com/sites/default/files/q5/12/08/edu600_article__discussion_o

ne.pdf Keywords USA, online learners, learner perceptions, trust, disabled learners, distance learners, self-efficacy

77. Westbrook, T.P., 2014. Global Contexts for Learning: Exploring the Relationship Between Low-Context Online Learning and High-Context Learners. Christian Higher Education 13, 281–294. doi:10.1080/15363759.2014.924888
   http://www.tandfonline.com/doi/abs/10.1080/15363759.2014.924888 Keywords USA, HE, distance learners, online learners, gender differences, cultural differences, self-regulation, communication

78. White, D. Wild, J. 2014 Incoming expectations of the digital environment formed at school, Jisc
   http://repository.jisc.ac.uk/5600/1/STUDENT_EXPECTATIONS_SCHOOLS.pdf Keywords
   Learner expectations, HE, learning technology

79. Wilson, R., 2015. Understanding the user in online education. Iowa State University. (phd)
   http://lib.dr.iastate.edu/etd/14693 Keywords USA, HE, online learners, distance learners, interaction, communication, learner perceptions, learner experience

80. Wintrup, J. Wakefield, K. Davis, H. 2015 Engaged learning in MOOCs: a study using the UK Engagement Survey | Higher Education Academy
   https://www.heacademy.ac.uk/resource/engaged-learning-moocs-study-using-uk-engagement-survey See more at: **https://www.heacademy.ac.uk/resource/engaged-learning-moocs-study-using-uk-engagement-survey#sthash.SINhdDfI.dpuf Keywords** mooc, online learners, learner experience, learner engagement

81. Wladis, C., Hachey, A.C., Conway, K.M., 2015. The Representation of Minority, Female, and Non-Traditional STEM Majors in the Online Environment at Community Colleges: A Nationally Representative Study. Community College Review 43, 89–114. doi:10.1177/0091552114555904
   http://crw.sagepub.com/content/43/1/89.abstract Keywords USA, FE, non-traditional learners, gender ethnicity, online learners

82. You, J.W., Kang, M., 2014. The role of academic emotions in the relationship between perceived academic control and self-regulated learning in online learning. Computers & Education 77, 125–133. doi:10.1016/j.compedu.2014.04.018
   http://www.sciencedirect.com/science/article/pii/S0360131514001031 Keywords Korea, HE, online learners, learner emotion, self-regulation

83. Yukselturk, E., Top, E., 2013. Exploring the link among entry characteristics, participation behaviors and course outcomes of online learners: An examination of learner profile using cluster analysis. British Journal of Educational Technology 44, 716–728. doi:10.1111/j.1467-8535.2012.01339.x **http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8535.2012.01339.x/abstract Keywords** Turkey, adult learners, online learners, gender differences, learner achievement, learner engagement, part-time learners, learner satisfaction, age differences, self-efficacy

Comparative literature

Comparative literature which contrasts online and offline versions of similar learning activities, tasks, or larger portions of the learning experience – or contrasts differently designed online learning components - within the same course of study. These studies help us to understand how features of online learning design influence the learning experience. Again we will include recent (post 2012) research and synthesis studies of these issues, with a preference for synthesis studies.

1. Agdas, D., Washington, S., Ellis, R.D., Sevcan, A., Dickrell, P., 2014. Analysis of Distance Learner Value Assessment of Distance Education in Engineering. Journal of Professional Issues in Engineering Education & Practice 140, -1. doi:10.1061/(ASCE)EI.1943-5541.0000166 http://dx.doi.org/10.1061/(ASCE)EI.1943-5541.0000166 **Keywords** distance learners, learner expectations, learner experiences, USA

2. Asoodar, M., Marandi, S.S., Atai, M.R., Vaezi, S., 2014. Learner reflections in virtual vs. blended EAP classes. Computers in Human Behavior 41, 533–543. doi:10.1016/j.chb.2014.09.050 http://dx.doi.org/10.1016/j.chb.2014.09.050 **Keywords** Iran, HE, blended learning, online learners, collaboration, interactions, communication, learner experience

3. Benton, S.L., Li, D., Gross, A., Pallett, W.H., Webster, R.J., 2013. Transactional Distance and Student Ratings in Online College Courses. American Journal of Distance Education 27, 207–217. doi:10.1080/08923647.2013.838458 http://jode.ncu.edu/sites/default/files/sites/all/default/Articles/Transactional_Distance_in_Online_Graduate_Courses_at_Doctoral_Institutions_Benton_Li_Brown_6.pdf **Keywords** USA, HE, distance learners, online learners, learner perceptions

4. Bernard, R.M., Borokhovski, E., Tamim, R.M., 2014. Detecting bias in meta-analyses of distance education research: big pictures we can rely on. Distance Education 35, 271–293. doi:10.1080/01587919.2015.957433 http://dx.doi.org/10.1080/01587919.2015.957433 **Keywords** online learning, distance learning, blended learning, learner achievement, learner experience

5. Campbell, J., Gibbs, A.L., Najafi, H., Severinski, C., 2014. A comparison of learner intent and behaviour in live and archived MOOCs. The International Review of Research in Open and Distributed Learning 15. http://www.irrodl.org/index.php/irrodl/article/view/1854 **Keywords** mooc, online learners, learner motivations, learner experiences

6. Butz, N.T., Stupnisky, R.H., Pekrun, R., 2015. Students' emotions for achievement and technology use in synchronous hybrid graduate programmes: a control-value approach. Research in Learning Technology 23. doi:10.3402/rlt.v23.26097 http://www.researchinlearningtechnology.net/index.php/rlt/article/view/26097 **Keywords** USA, distance learners, online learners, blended learning, HE, learner emotion, learner achievement, learner satisfaction

7. Capdeferro, N., Romero, M., Barberà, E., 2014. Polychronicity: review of the literature and a new configuration for the study of this hidden dimension of online learning. Distance Education 35, 294–310. doi:10.1080/01587919.2015.955249

http://www.tandfonline.com/doi/pdf/10.1080/01587919.2015.955249 **Keywords** online learners, distance learners, time management, learner perceptions

8. Cunningham, U., 2014. Teaching the disembodied: Othering and activity systems in a blended synchronous learning situation. The International Review of Research in Open and Distributed Learning 15. http://www.irrodl.org/index.php/irrodl/article/view/1793 **Keywords** New Zealand, HE, blended learning, online learners, distance learners, learner satisfaction, social presence

9. Delen, E., Liew, J., Willson, V., 2014. Effects of interactivity and instructional scaffolding on learning: Self-regulation in online video-based environments. Computers & Education 78, 312–320. doi:10.1016/j.compedu.2014.06.018 http://www.sciencedirect.com/science/article/pii/S0360131514001511 **Keywords** USA, HE, online learners, social networks, self-regulation, learner achievement, learner engagement

10. Furlonger, B., Gencic, E., 2014. Comparing Satisfaction, Life-Stress, Coping and Academic Performance of Counselling Students in On-Campus and Distance Education Learning Environments. Australian Journal of Guidance & Counselling 24, 76–89. doi:10.1017/jgc.2014.2 http://dx.doi.org/10.1017/jgc.2014.2 **Keywords** Australia, HE, distance learners, learner achievement, learner satisfaction, learner attitudes

11. Gonzalez, B.Y., 2014. A Six-Year Review of Student Success in a Biology Course Using Lecture, Blended, and Hybrid Methods. Journal of College Science Teaching 43, 14–19. http://www.jstor.org/stable/43631753 **Keywords** USA, FE, blended learning, learner achievement, online learners

12. Heiman, T., Shemesh, D.O., 2012. Students With LD in Higher Education: Use and Contribution of Assistive Technology and Website Courses and Their Correlation to Students' Hope and Well-Being. Journal of Learning Disabilities 45, 308–318. doi:10.1177/0022219410392047 http://ldx.sagepub.com/content/45/4/308.abstract **Keywords** Assistive technology, disabled learners, learner achievement, HE, Israel, learner perception, online learners

13. Hickey, C., McAleer, S.J., Khalili, D., 2015. E-learning and traditional approaches in psychotherapy education: comparison. Archives of Psychiatry & Psychotherapy 17, 48–52. http://www.archivespp.pl/uploads/images/2015_17_4/48Hickey_Archives_PP_4-2015.pdf **Keywords** Canada, HE, blended learning, online learners, learner experiences, learner achievement,

14. Irani, T.A., Barbour Wilson, S., Slough, D.L., Rieger, M., 2014. Graduate Student Experiences On- and Off-campus: Social Connectedness and Perceived Isolation. International Journal of E-Learning & Distance Education 28, 1–16. http://www.ijede.ca/index.php/jde/article/view/856/1532 **Keywords** learner experience, online learners, sense of community, USA, HE

15. Kim, Y., Thayne, J., 2015. Effects of learner–instructor relationship-building strategies in online video instruction. Distance Education 36, 100–114. doi:10.1080/01587919.2015.1019965 https://www.researchgate.net/publication/275414510_Effects_of_learner-instructor_relationship-building_strategies_in_online_video_instruction **Keywords** blended learning, learner achievement, learner attitudes, relationships, video instruction, USA

16. Marchand, G.C., Gutierrez, A.P., 2012. The role of emotion in the learning process: Comparisons between online and face-to-face learning settings. The Internet and Higher Education, Emotions in online learning environments 15, 150–160. doi:10.1016/j.iheduc.2011.10.001 http://dx.doi.org/10.1016/j.iheduc.2011.10.001 **Keywords** USA, HE, distance learners, online learners, learner motivation, learner emotion, learner perceptions, self-efficacy

17. McAndrew, P., Farrow, R., Cooper, M., 2012. Adapting online learning resources for all: planning for professionalism in accessibility. Research in Learning Technology 20. doi:10.3402/rlt.v20i0.18699 http://www.researchinlearningtechnology.net/index.php/rlt/article/view/18699 **Keywords** Disabled learners, UK, HE, online learners., distance learners

18. Means, B., Toyama, Y., Murphy, R., Baki, M., 2013. The Effectiveness of Online and Blended Learning: A Meta-Analysis of the Empirical Literature. Teachers College Record 115, 1–47. https://www.sri.com/sites/default/files/publications/effectiveness_of_online_and_blended_learning.pdf **Keywords** blended learning, online learners, HE, USA, learner achievement, communication

19. Murray, J.-A., Hale, F., Dozier, M., 2015. Use and Perceptions of Second Life by Distance Learners: A Comparison with Other Communication Media. International Journal of E-Learning & Distance Education 30, 1–22. http://eprints.gla.ac.uk/111429/1/111429.pdf **Keywords:** Distance Learners, Learner perceptions, Learner engagement, Second Life, Sense of community, Social networks, HE, Communication, collaboration

20. Pullen, D., 2015. University student learning and the impact of technology on their learning. Australian Educational Computing 30. http://journal.acce.edu.au/index.php/AEC/article/view/46 **Keywords:** Australia, HE, online learners, blended learning, learning technology, learner achievement, social presence

21. Shea, P., Bidjerano, T., 2012. Learning presence as a moderator in the community of inquiry model. Computers & Education 59, 316–326. doi:10.1016/j.compedu.2012.01.011 http://dx.doi.org/10.1016/j.compedu.2012.01.011 **Keywords** USA, blended learning, sense of community, online learners, self-regulation

Case study evidence and evaluation studies

Case study evidence, largely conducted from the perspective of teachers and online learning designers, and evaluation studies of specific online courses or interventions. These studies help us to understand aspects of the learner experience in more detail, but only where the learner perspective has been elicited and explored, and typically only with relevance to fairly specific settings.

1. Çakıroğlu, Ü., 2014. Evaluating students' perspectives about virtual classrooms with regard to Seven Principles of Good Practice. South African Journal of Education 34, 1–19. http://www.sajournalofeducation.co.za/index.php/saje/article/viewFile/869/431 **Keywords** Turkey, HE, distance learners, online learners, collaboration, communication, learner perceptions

2. Chandler, T., Park, Y.S., Levin, K.L., Morse, S.S., 2013. The incorporation of hands-on tasks in an online course: an analysis of a blended learning environment. Interactive Learning Environments 21, 456–468. doi:10.1080/10494820.2011.593524 http://academiccommons.columbia.edu/item/ac:161082 **Keywords** blended learning, communication, international, USA, learner achievement, learner experience, learner satisfaction, online learners, professional learning

3. Chang, C.-S., Liu, E.Z.-F., Sung, H.-Y., Lin, C.-H., Chen, N.-S., Cheng, S.-S., 2014. Effects of online college student's Internet self-efficacy on learning motivation and performance. Innovations in Education & Teaching International 51, 366–377. doi:10.1080/14703297.2013.771429 https://www.researchgate.net/publication/262576714_Effects_of_online_college_student's_Internet_self-efficacy_on_learning_motivation_and_performance **Keywords** Taiwan, HE, blended learning, online learners, gender differences, digital literacy, learner achievement, learner motivation, self-efficacy

4. Czerkawski, B., 2016. Blending Formal and Informal Learning Networks for Online Learning. The International Review of Research in Open and Distributed Learning 17. doi:10.19173/irrodl.v17i3.2344 http://www.irrodl.org/index.php/irrodl/article/view/2344 **Keywords** online learners, social networks, interaction, communication, collaboration

5. Duranton, H., Mason, A., 2012. The loneliness of the long-distance learner: social networking and student support. A case study of the distance-learning MA in translation at Bristol University. Open Learning 27, 81–87. doi:10.1080/02680513.2012.640790 https://www.researchgate.net/publication/254325480_The_loneliness_of_the_long-distance_learner_Social_networking_and_student_support_A_case_study_of_the_distance-learning_MA_in_translation_at_Bristol_University **Keywords** HE, distance learners, online learners, communication, relationships, student support, sense of community, learner motivation

6. Dvorak, J., Roessger, K., 2012. The Impact of Web Conferencing Training on Peer Tutors' Attitudes Toward Distance Education. Quarterly Review of Distance Education 13, 31–37. http://www.readperiodicals.com/201204/2738939571.html **Keywords** USA, HE, online learners, distance learners, learner perceptions, learner attitudes, student support

7. Eneau, J., Develotte, C., 2012. Working together online to enhance learner autonomy: Analysis of learners' perceptions of their online learning experience. ReCALL 24, 3–19. doi:10.1017/S0958344011000267 https://www.researchgate.net/publication/259418123_Working_online_together_to_enhance_learner_autonomy **Keywords** France, HE, online learners, distance learners, learner perceptions, collaboration, relationships, learner interaction, self-regulation, learner experience

8. Fabian, K., MacLean, D., 2014. Keep taking the tablets? Assessing the use of tablet devices in learning and teaching activities in the Further Education sector. Research in Learning Technology 22. doi:10.3402/rlt.v22.22648 http://www.researchinlearningtechnology.net/index.php/rlt/article/view/22648 **Keywords** FE, mobile devices, learner attitudes

9. Huss, J., Eastep, S., 2013. The Perceptions of Students toward Online Learning at a Midwestern University: What are Students Telling Us and What Are We Doing About It? Inquiry in education 4. http://digitalcommons.nl.edu/ie/vol4/iss2/5 **Keywords** USA, HE, online learners, interaction, communication, collaboration, learner attitudes, learner perceptions

10. Kennedy, E., Gray, M., 2016. "You"re facing that machine but there's a human being behind it': students' affective experiences on an online doctoral programme. Pedagogy, Culture & Society 1–13. doi:10.1080/14681366.2016.1175498 http://www.tandfonline.com/eprint/jYFbx5t6bqweJwgCy3Mf/full **Keywords** learner experience, international, distance learners, online learners, communication, interaction, learning technology

11. Liyanagunawardena, T.R., Lundqvist, K.Ø., Williams, S.A., 2015. Who are with us: MOOC learners on a Future Learn course. British Journal of Educational Technology 46, 557–569. doi:10.1111/bjet.12261 http://onlinelibrary.wiley.com/doi/10.1111/bjet.12261/full **Keywords** HE, mooc, online learners, learner experience, games

12. Lundberg, C.A., Sheridan, D., 2015. Benefits of Engagement with Peers, Faculty, and Diversity for Online Learners. College Teaching 63, 8–15. doi:10.1080/87567555.2014.972317 http://www.tandfonline.com/doi/abs/10.1080/87567555.2014.972317?journalCode=vcol20 **Keywords** USA, HE, online learners, sense of community, learner engagement, learner experience, learner achievement, interaction, relationships

13. Macleod, H., Sinclair, C., Haywood, J., Woodgate, A., 2016. Massive Open Online Courses: designing for the unknown learner. Teaching in Higher Education 21, 13–24. doi:10.1080/13562517.2015.1101680 http://www.tandfonline.com/doi/full/10.1080/13562517.2015.1101680# **Keywords** mooc, online learners, communication, interaction, professional learning, learner achievement, learner expectations, learner experience

14. Jin, Mao. Peck, K., 2013. Assessment Strategies, Self-Regulated Learning Skills, and Perceptions of Assessment in Online Learning. Quarterly Review of Distance Education 14, 75–95. http://www.readperiodicals.com/201307/3123399561.html **Keywords** USA, online learners, HE, assessment, self-regulation, learner achievement, learner perceptions

15. Rogerson-Revell, P., Nie, M., Armellini, A., 2012. An evaluation of the use of voice boards, e-book readers and virtual worlds in a postgraduate distance learning applied linguistics and TESOL programme. Open Learning 27, 103–119. doi:10.1080/02680513.2012.678610 https://www.researchgate.net/publication/254325482_An_evaluation_of_the_use_of_voice_boards_e-book_readers_and_virtual_worlds_in_a_postgraduate_distance_learning_applied_linguistics_and_TESOL_programme **Keywords** distance learners, HE, learner experience, learning technology, second life

16. Scott, H., 2016. Disruption and the agency of low-engagement students - adopting mobility for resource ownership towards a culture of digital literacy learning. MEDIA EDUCATION – Studi, ricerche e buone pratiche 6. http://riviste.erickson.it/med/it/2015/disruption-and-the-agency-of-low-engagement-students-adopting-mobility-for-resource-ownership-towards-a-culture-of-digital-literacy-learning/ **Keywords** communication, HE, online learners, social networks, learning technology, digital literacy

17. Shaw, D., Tham, Y.S.S., Hogle, J., Koch, J., 2015. Desire: A Key Factor for Successful Online GED Adult Learners. Journal of Research & Practice for Adult Literacy, Secondary & Basic Education 4, 21–35. https://secure.literacyresearchassociation.org/papers/lra20141117143046.docx **Keywords** Online learners, learner motivation, adult learners, USA

18. Shi, Y., C.H. Frederiksen, K.R. Muis (2013). A cross-cultural study of self-regulated learning in a computer-supported collaborative learning environment. Learning and Instruction, 23: 52-59 http://dx.doi.org/10.1016/j.learninstruc.2012.05.007 **Keywords** self-regulation, international, problem solving, collaboration, cultural differences

19. Sun, S.Y.H., 2014. Learner perspectives on fully online language learning. Distance Education 35, 18–42. doi:10.1080/01587919.2014.891428 http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.455.3240&rep=rep1&type=pdf **Keywords** New Zealand, HE, online learners, communication, collaboration, learner engagement, relationships

20. Symeonides, R., Childs, C., 2015. The personal experience of online learning: An interpretative phenomenological analysis. Computers in Human Behavior 51, 539–545. doi:10.1016/j.chb.2015.05.015 https://www.researchgate.net/publication/280064871_published_PAPER_The_personal_experience_of_online_learning_An_interpretative_phenomenological_analysis **Keywords** online learners, HE, learner interaction, relationships, communication, collaboration

21. Talking learner voice Collaborating with and empowering learners in quality improvement: A practice guide for leaders, managers and practitioners, 2013. Learning and Skills Improvement Service. http://webarchive.nationalarchives.gov.uk/20130802100617/http:/lsis.org.uk/sites/www.lsis.org.uk/files/LSIS%20-%20Talking%20Learner%20Voice%20A4.pdf **Keywords** FE, learner voice, learner experiences

22. Terras, M.M., Ramsay, J., 2015. Massive open online courses (MOOCs): Insights and challenges from a psychological perspective. British Journal of Educational Technology 46, 472–487. doi:10.1111/bjet.12274 http://onlinelibrary.wiley.com/doi/10.1111/bjet.12274/full **Keywords** mooc, online learners, digital literacy, mobile devices, self-regulation, learner experience, learner motivation, self-regulation

23. Toetenel, L., 2014. Social networking: a collaborative open educational resource. Computer Assisted Language Learning 27, 149–162. doi:10.1080/09588221.2013.818561 http://www.tandfonline.com/doi/abs/10.1080/09588221.2013.818561 **Keywords** UK, FE, blended learning, online learners, social networks, learner engagement

24. van Rooij, S.W., Zirkle, K., 2016. Balancing pedagogy, student readiness and accessibility: A case study in collaborative online course development. Internet & Higher Education 28, 1–7. doi:10.1016/j.iheduc.2015.08.001 https://www.researchgate.net/publication/281605236_Balancing_pedagogy_student_readiness_and_accessibility_A_case_study_in_collaborative_online_course_development **Keywords** disabled learners, HE, online learners, self-directed learning, learner satisfaction

25. Veletsianos, G., Navarrete, C., 2012. The International Review of Research in Open and Distributed Learning 13, 144–166. http://www.irrodl.org/index.php/irrodl/article/view/1078 **Keywords** online learners, social networks, learner experiences, USA

26. Vrasidas, C., Solomou, M., 2013. Using educational design research methods to examine the affordances of online games for teacher learning. Educational Media International 50, 192–205. doi:10.1080/09523987.2013.839151 http://www.tandfonline.com/doi/abs/10.1080/09523987.2013.839151 **Keywords** HE, blended learning, collaboration, games, learner motivation, online learners, Cyprus

Qualitative and mixed-method research studies

Qualitative and mixed-method research studies which provide a focused, theoretically informed and rich picture of online learners' experiences from a variety of theoretical perspectives.

1. Bang, J., 2015. MOOCs in Europe: A Literature Review. http://pure.au.dk//portal/files/90670653/MOOCs_in_Europe.pdf **Keywords** mooc, online learners, international, digital literacy

2. Bayne, S., Gallagher, M.S., Lamb, J., 2014. Being "at" university: the social topologies of distance students. Higher Education 67, 569–583. doi:10.1007/s10734-013-9662-4 https://www.academia.edu/4356841/Being_at_University_the_social_topologies_of_distance_students **Keywords** distance learners, HE, sense of community

3. Brahmasrene, T., Jung-Wan Lee, 2012. Determinants of Intent to Continue Using Online Learning: A Tale of Two Universities. Interdisciplinary Journal of Information, Knowledge & Management 7, 1–20. http://www.ijikm.org/Volume7/IJIKMv7p001-020Brahmasrene540.pdf **Keywords** USA, South Korea, HE, distance learners, online learners, communication, digital literacy, interaction, sense of community, learning technology, cultural differences, learner experience

4. Capra, T., 2014. Online Education from the Perspective of Community College Students within the Community of Inquiry Paradigm. Community College Journal of Research & Practice 38, 108–121. doi:10.1080/10668926.2014.851949 http://www.tandfonline.com/doi/abs/10.1080/10668926.2014.851949?journalCode=ucjc20 **Keywords** USA, FE, interaction, learner experience, online learners

5. Chi-Hsiung Tu, Cherng-Jyh Yen, Blocher, J.M., Junn-Yih Chan, 2012. A Study of the Predictive Relationship Between Online Social Presence and ONLE Interaction. International Journal of Distance Education Technologies 10, 53–66. doi:10.4018/jdet.2012070104 https://www.researchgate.net/publication/262167780_A_Study_of_the_Predictive_Relationship_Between_Online_Social_Presence_and_ONLE_Interaction **Keywords** USA, FE, interaction, learner experience, online learners

6. Choi, B., 2016. How people learn in an asynchronous online learning environment: The relationships between graduate students' learning strategies and learning satisfaction. Canadian Journal of Learning and Technology / La revue canadienne de l'apprentissage et de la technologie 42. http://cjlt.csj.ualberta.ca/index.php/cjlt/article/view/973 **Keywords** USA, HE, online learners, metacognition, interaction, time management, self-regulation, learner satisfactions, learner achievement

7. Deepwell, F., Malik, S., 2008. On campus, but out of class: an investigation into students' experiences of learning technologies in their self-directed study. Research in Learning Technology 16. doi:10.3402/rlt.v16i1.10881 http://www.researchinlearningtechnology.net/index.php/rlt/article/view/10881 **Keywords** learner experiences, self-regulation, blended learning, HE, learner expectations, learner engagement, transition

8. Doring, A., Hodge, A., Heo, M., 2014. Online Learners and Their Self-Disclosure Preferences. Journal of Information Technology Education 13, 163–175. http://www.jite.org/documents/Vol13/JITEv13ResearchP163-175Doring0517.pdf **Keywords** USA, online learners, communication, relationships, social networks, HE

9. Dumais, S.A., Rizzuto, T.E., Cleary, J., Dowden, L., 2013. Stressors and Supports for Adult Online Learners: Comparing First- and Continuing-Generation College Students. American Journal of Distance Education 27, 100–110. doi:10.1080/08923647.2013.783265 https://www.academia.edu/5065414/Stressors_and_Supports_for_Adult_Online_Learners_Comparing_First-_and_Continuing-Generation_Students **Keywords** USA, HE. adult learners, non-traditional learners, part-time learners, student support, learner attitudes, learner expectations, learner motivation, learner perceptions

10. Hamshire, C., Cullen, R., 2008. Autonomy, Motivation and IT skills | LTiA Issue 16 | CeLT | MMU. Learning and Teaching in Action 7. http://www.celt.mmu.ac.uk/ltia/issue16/hamshire.php **Keywords** blended learning, online learners, learner motivation, digital literacy, UK, HE

11. Hew, K.F., Cheung, W.S., 2014. Students' and instructors' use of massive open online courses (MOOCs): Motivations and challenges. Educational Research Review 12, 45–58. doi:10.1016/j.edurev.2014.05.001 http://dx.doi.org/10.1016/j.edurev.2014.05.001 **Keywords** MOOC, Online learners, Learner motivation, HE

12. Horrigan, J.B., 2016. Lifelong Learning and Technology. Pew Research Center: Internet, Science & Tech. http://www.pewinternet.org/2016/03/22/lifelong-learning-and-technology/ **Keywords** USA, learner experiences, online learners

13. Jacobs, G.E., Castek, J., Pizzolato, A., Reder, S., Pendell, K., 2014.. Journal of Adolescent & Adult Literacy 57, 624–627. doi:10.1002/jaal.293: http://pdxscholar.library.pdx.edu/digital_literacy_acquisition_findings/5/ **Keywords** USA, adult learners, non-traditional learners, digital literacy, learner experience

14. Joo, Y.J., Lim, K.Y., Kim, J., 2013. Locus of control, self-efficacy, and task value as predictors of learning outcome in an online university context. Computers & Education 62, 149–158. doi:10.1016/j.compedu.2012.10.027 http://dx.doi.org/10.1016/j.compedu.2012.10.027 **Keywords** Korea, HE, online learners, self-efficacy, learner achievement, learner experience, learner satisfaction

15. Kang, M., Im, T., 2013. Factors of learner-instructor interaction which predict perceived learning outcomes in online learning environment. Journal of Computer Assisted Learning 29, 292–301. doi:10.1111/jcal.12005 http://onlinelibrary.wiley.com/doi/10.1111/jcal.12005/abstract **Keywords** Korea, HE, online learners, interaction, relationships, learner perceptions, learner achievement, learner expectations, learner experience, learner satisfaction

16. Kozar, O., Sweller, N., 2014. An exploratory study of demographics, goals and expectations of private online language learners in Russia. System 45, 39–51. doi:10.1016/j.system.2014.04.005 http://dx.doi.org/10.1016/j.system.2014.04.005 **Keywords** online learners, learner expectations, learner motivation, Russia, self-regulation, adult learners

17. Ku, H.-Y., Tseng, H.W., Akarasriworn, C., 2013. Collaboration factors, teamwork satisfaction, and student attitudes toward online collaborative learning. Computers in Human Behavior 29, 922–929. doi:10.1016/j.chb.2012.12.019 http://dx.doi.org/10.1016/j.chb.2012.12.019 **Keywords** Collaboration, sense of community, USA, distance learners, online learners, learner experience, learner satisfaction, problem solving

18. Kuo, Y.-C, Walker, A.E., Belland, B.R., Schroder, K.E.E., 2013. A predictive study of student satisfaction in online education programs. The International Review of Research in Open and Distributed Learning 14, 16–39. http://www.irrodl.org/index.php/irrodl/article/view/1338 **Keywords** USA, HE, online learners, interaction, communication, age differences, gender differences, self-efficacy, self-regulation, learner satisfaction, sense of community, time management

19. Kuo, Y.-C., Walker, A.E., Schroder, K.E.E., Belland, B.R., 2014. Interaction, Internet self-efficacy, and self-regulated learning as predictors of student satisfaction in online education courses. Internet & Higher Education 20, 35–50. doi:10.1016/j.iheduc.2013.10.001 http://dx.doi.org/10.1016/j.iheduc.2013.10.001 **Keywords** USA, HE, online learners, self-efficacy, self-regulation, learner satisfaction

20. Lee, L., Markey, A., 2014. A study of learners' perceptions of online intercultural exchange through Web 2.0 technologies. ReCALL 26, 281–297. doi:10.1017/S0958344014000111 http://dx.doi.org/10.1017/S0958344014000111 **Keywords** HE, intercultural learning, communication, time management, learner experiences, social networks, USA

21. Lowenthal, P., Bauer, C., Chen, K.-Z., 2015. Student Perceptions of Online Learning: An Analysis of Online Course Evaluations. American Journal of Distance Education 29, 85–97. doi:10.1080/08923647.2015.1023621 http://patricklowenthal.com/publications/Student-Perceptions-of-Online-Learning--Analysis-of-Online-Course-Evaluations.pdf **Keywords** USA, HE, distance learners, online learners, learner perceptions

22. Milligan, C., Littlejohn, A., 2014. Supporting professional learning in a massive open online course. The International Review of Research in Open and Distributed Learning 15. http://www.irrodl.org/index.php/irrodl/article/view/1855 **Keywords** mooc, self-regulation, learner motivation, learner experiences

23. O' Shea, S., Stone, C., Delahunty, J., 2015. "I 'feel' like I am at university even though I am online." Exploring how students narrate their engagement with higher education institutions in an online learning environment. Distance Education 36, 41–58. doi:10.1080/01587919.2015.1019970 http://ro.uow.edu.au/sspapers/1829/ **Keywords** Australia, blended learning, distance learners, online learners, learner engagement, sense of community

24. Parahoo, S.K., Santally, M.I., Rajabalee, Y., Harvey, H.L., 2016. Designing a predictive model of student satisfaction in online learning. Journal of Marketing for Higher Education 26, 1–19. doi:10.1080/08841241.2015.1083511 http://dx.doi.org/10.1080/08841241.2015.1083511 **Keywords** Mauritius, HE, online learners, interactions, sense of community, learner satisfaction

25. Phelan, L., 2012. Interrogating students' perceptions of their online learning experiences with Brookfield's critical incident questionnaire. Distance Education 33, 31–44. doi:10.1080/01587919.2012.667958
http://www.tandfonline.com/doi/abs/10.1080/01587919.2012.667958?journalCode=cdie20
Keywords Australia, HE, distance learners, learner perceptions, sense of community

26. Littlejohn, A., Hood, N., Milligan, C., Mustain, P., 2016. Learning in MOOCs: Motivations and self-regulated learning in MOOCs. The Internet and Higher Education 29, 40–48. doi:10.1016/j.iheduc.2015.12.003
http://www.sciencedirect.com/science/article/pii/S1096751615300099 **Keywords** MOOC, self-regulation, online learners, learner experiences, learner motivations, professional learning

27. Prior, D.D., Mazanov, J., Meacheam, D., Heaslip, G., Hanson, J., 2016. Attitude, digital literacy and self efficacy: Flow-on effects for online learning behavior. The Internet and Higher Education 29, 91–97. doi:10.1016/j.iheduc.2016.01.001 http://dx.doi.org/10.1016/j.iheduc.2016.01.001
Keywords online learners, Australia, distance learners, digital literacy, self-efficacy, collaboration, communication, learner attitudes

28. Robinson, K., 2013. The interrelationship of emotion and cognition when students undertake collaborative group work online: An interdisciplinary approach. Computers & Education 62, 298–307. doi:10.1016/j.compedu.2012.11.003 http://dx.doi.org/10.1016/j.compedu.2012.11.003
Keywords UK, HE, distance learners, online learners, learner emotion, learner motivation, self-regulation, collaboration, communication

29. Safford, K., Stinton, J., 2016. Barriers to blended digital distance vocational learning for non-traditional students. British Journal of Educational Technology 47, 135–150. doi:10.1111/bjet.12222
https://www.researchgate.net/publication/266914369_Barriers_to_blended_digital_distance_vocational_learning_for_non-traditional_students **Keywords** distance learners, online learners, digital literacy, learner experiences, blended learning, study habits, non-traditional learners, vocational learners

30. Sun, R., 2014. Using Outcome-Based Instructional Design Approach to Enhance E-Learning with Social Software: A Mixed Methods Case Study (Thesis). Université d'Ottawa / University of Ottawa. http://www.ruor.uottawa.ca/handle/10393/30959 **Keywords** Canada, HE, online learners, social networks, social presence, learner experience, learner achievement

31. Taipjutorus, W., 2014. The relationship between learner control and online learning self-efficacy : a thesis presented in partial fulfilment of the requirements for the degree of Doctor of Philosophy in Education at Massey University, Manawatu campus, New Zealand (Thesis).
http://mro.massey.ac.nz/xmlui/handle/10179/6243 **Keywords** New Zealand, FE, online learners, self-efficacy, digital literacy, age differences, gender differences

32. Traver, A.E., Volchok, E., Bidjerano, T., Shea, P., 2014. Correlating community college students' perceptions of community of inquiry presences with their completion of blended courses. Internet & Higher Education 20, 1–9. doi:10.1016/j.iheduc.2013.09.001

http://dx.doi.org/10.1016/j.iheduc.2013.09.001 **Keywords** blended learning, HE, USA, learner achievement, learner perceptions, retention

33. Tseng, H.W., Yeh, H.-T., 2013. Team members' perceptions of online teamwork learning experiences and building teamwork trust: A qualitative study. Computers & Education 63, 1–9. doi:10.1016/j.compedu.2012.11.013 http://dx.doi.org/10.1016/j.compedu.2012.11.013 **Keywords** Distance learners, Learner experiences, Learner expectations, Trust, Collaboration, HE, USA

34. Wei, C.-W., Chen, N.-S., Kinshuk, 2012. A model for social presence in online classrooms. Educational Technology Research & Development 60, 529–545. doi:10.1007/s11423-012-9234-9 http://link.springer.com/article/10.1007/s11423-012-9234-9 **Keywords** online learners, sense of community, communication, Taiwan, learner experiences, learner achievement

35. Yang, D., Wen, M., Kumar, A., Xing, E.P., Rose, C.P., 2014. Towards an integration of text and graph clustering methods as a lens for studying social interaction in MOOCs. The International Review of Research in Open and Distributed Learning 15. http://www.irrodl.org/index.php/irrodl/article/view/1853 **Keywords** mooc, learner motivation, online learners, communication, retention, learner analytics