What do graduate students want from online education?
- More opportunities to connect with peers
- Feeling of connection with faculty
- Lower need for self-motivation
- More motivation from faculty
- Content design/structure that improves self-motivation
- Fostering student desire to learn

What do students want from research pedagogy?
- Accommodations for diverse skill levels (i.e. students who are very out-of-practice with math)
- No overuse of jargon and convoluted language
- For statistics to feel interesting
- Data that feels relevant

Suggested actions for online graduate research pedagogy
- Offer a pre-assessment of necessary skills such as math and, if needed, provide a pre-class module to help students get up to speed.
- Use your own data for examples. This will feel relevant and personal to the class without being as unpredictable as using student data.
- Explain in simple terms as much as possible, especially with asynchronous presentations of information where students cannot ask questions.
- Create a small glossary of necessary jargon, that you can link to from pages of writing.
- Provide opportunities to connect with other students and with you. Offer synchronous content if possible. Give students spaces to make interpersonal connections over more than just material.

To Consider

Motivation:
Students who lack intrinsic motivation struggle more with keeping themselves going in online research learning.

Offer validation for students who feel research is tough – it is, so don’t get discouraged!

Offer some explicit reminders of the future benefits of learning research skills

Immediacy:
How can you reduce the ‘distance’ between yourself and students?

Share your own research stories
Success stories show them it’s possible
Challenge stories validate feelings of struggle

References