

Demands and Development Strategies for Support Services of Autonomous Learning at Chinese Universities

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ABSTRACT

In recent years, autonomous learning has become one of the most popular ways for Chinese university students to obtain new knowledge and skills, which requires more support services from their affiliated institutions. However, few previous studies combined investigation of the students' needs and learning support services.

Our study conducted online survey to analyze the status quo of Chinese students' autonomous learning and the much-needed support services from their schools. We sent out the survey in October 2019 and received 458 valid responses. All participants were undergraduate students from 195 universities/colleges in China.

The following information was collected: 1. School/Grade/Major of participant; 2. Autonomous learning time/goals/methods/main concerns of these students; 3. Existing support services, e.g., spaces, resources, counseling, procedures, activities; 4. The students' degree of satisfaction with the available support services.

Chinese students showed strong and diversified needs of support services to fulfill their autonomous learning tasks, which cannot be met by their schools. We proposed a development framework and some strategies for higher education institutions in China to launch more innovative learning support services.

ALISE RESEARCH TAXONOMY TOPICS

education programs/schools; universities; students; information needs

AUTHOR KEYWORDS

autonomous learning; college/university students; learning support services; China