

Empowering students with mental health challenges to become independent learners within the online environment



Background: Distance learning students with mental health challenges are less likely to complete and pass their modules than other students despite attaining just as good grades when they do pass (Richardson, 2015).

Aims: This research proposal is a qualitative case study investigation within an emancipatory action research framework that explores how students with mental health challenges can be supported to complete and pass their online studies. Using a participatory voice-led approach, this research will use case study interviews to investigate the learning experiences of students with mental health challenges, alongside proactive motivational support which involves individually negotiated study support. It will be collaborative, encouraging participation in decision making whilst empowering participants to take control of their learning and influence pedagogy.

