

**INNOVATION OF ALTERNATIVE  
SUPERVISION PRACTICES FOR  
COMPLETION OF ACTION RESEARCH  
PROJECT IN COVID-19 PANDEMIC  
SITUATION – A STUDY BASED ON THE  
BACHELOR OF EDUCATION (HON.) IN  
SPECIAL NEEDS EDUCATION (BEDSNE)  
OFFERED BY THE OPEN UNIVERSITY OF SRI  
LANKA (OUSL)**

**INOVAÇÃO DE PRÁTICAS ALTERNATIVAS  
DE SUPERVISÃO PARA CONCLUSÃO DE  
PROJETO DE PESQUISA DE AÇÃO EM  
SITUAÇÃO PANDÊMICA COVID-19 - UM  
ESTUDO BASEADO NO BACHARELADO  
(HON.) EM EDUCAÇÃO ESPECIAL (BEDSNE)  
OFERECIDO PELA UNIVERSIDADE ABERTA  
DE SRI LANKA (OUSL)**

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Abstract: Supervision plays a vital role in the completion of the research project in the bachelor's degree programmes (Askew et al., 2016). Changes in the delivery of research programmes at the university level have, in recent years, resulted in significant changes to research supervision (McCallin & Nayar, 2012). Especially, the global pandemic COVID 19 has forced academics to be engaged to find out the alternative strategic to supervise their students (Wisker, et al. 2021). In other hand, Covid-19 pandemic had negative effects on the process of research of the programmes (Boufenchoucha & Chandra, 2021). Aim of this study to innovate the Alternative Supervision

Practices for Completion of the Action Research Projects of BEDSNE programme offered by OUSL during the COVID-19 Pandemic Situation. The fully qualitative approach was followed to conduct this study and multiple case study design was utilized to conduct the study. The target population was 86 students, and 4 students were supervised by a particular supervisor have selected by using convenience sampling method. Data collected using reflective journal and semi-structured in-depth interview. Thematic analysis technique was utilized to analyses the data. The findings: all four students had lack of knowledge and never skill on action research. Online supervision support to get regular support from the supervisor, time management, manage unnecessary cost, peers, and family members. ZOOM good for meeting with supervisor, email good for share the documents with supervisor and get immediate feedback from the supervisor, social media support for the communicate with supervisor and get support from the peers. The online supervision has more advantages than onside supervision. Conclusion: the online supervision is more appropriate to supervise the action research of bachelor students in the Open and Distance Education (ODL) mode. Recommendation: supervisors can use the online supervision strategies to supervise student in the prevailing situations such as COVID-19 pandemic and economic crisis of Sri Lanka.

Keywords: Online supervision. Pandemic situation. Action research. Onside.

Resumo: A supervisão desempenha um papel vital na conclusão do projeto de pesquisa nos programas de bacharelado (Askew et al., 2016). Mudanças na realização de programas de pesquisa a nível universitário resultaram, nos últimos anos, em mudanças significativas na supervisão da pesquisa (McCallin & Nayar, 2012). Especialmente, a pandemia global COVID 19 forçou os acadêmicos a se engajarem para descobrir a estratégia alternativa para supervisionar seus estudantes (Wisker, et al. 2021). Por outro lado, a pandemia COVID 19 teve efeitos negativos no processo de pesquisa dos programas (Boufenchoucha & Chandra, 2021). O objetivo deste estudo é inovar as Práticas Alternativas de Supervisão para Conclusão dos Projetos de Pesquisa de Ação do programa BEDSNE oferecido pela OUSL durante a Situação Pandêmica da COVID-19. A abordagem totalmente qualitativa foi seguida para conduzir este estudo e o desenho de múltiplos estudos de caso foi utilizado para conduzir o estudo. A população alvo era de 86 estudantes, e 4 estudantes foram supervisionados por um supervisor em particular, que selecionou usando o método de amostragem de conveniência. Os dados foram coletados utilizando um diário reflexivo e uma entrevista aprofundada semestralizada. A técnica de análise temática foi utilizada para analisar os dados. Os resultados: todos os quatro alunos tinham falta de conhecimento e nunca habilidade na pesquisa de ação. Apoio de supervisão on-line para obter apoio regular do supervisor, gerenciamento de tempo, gerenciamento de custos desnecessários, colegas e membros da família. ZOOM bom para se reunir com o supervisor, e-mail bom para compartilhar os documentos com o supervisor e obter feedback imediato do supervisor, apoio da mídia social para a comunicação com o supervisor e obter o apoio dos colegas. A supervisão on-line tem mais vantagens do que a supervisão onside. Conclusão: a supervisão on-line é mais apropriada para supervisionar a pesquisa de ação dos estudantes de bacharelado no modo de Educação Aberta e à Distância (EAD). Recomendação: os supervisores podem usar as estratégias de supervisão on-line para supervisionar os estudantes nas situações predominantes como a pandemia COVID-19 e a crise econômica do Sri Lanka.

Palavras-chave: Supervisão on-line. Situação pandêmica. Pesquisa de ação. Onside.

## 1. INTRODUCTION

The Open University of Sri Lanka conducts its programmes through open and distance (ODL) mode. It is very important to identify numerous ways that can be implemented within ODL environment to support students continuously especially when doing research. Research, by its nature, is a critical challenging task. The department of Special Needs Education, the Faculty of Education, the Open University of Sri Lanka offers Bachelor of Education in Special Needs Education programme with aims to develop competent graduates with broad knowledge, skill, and favorable attitudes to provide quality care in every aspect of teaching practice. It aims to develop competency in all aspects of the teacher's role by integrating professional values, and ethical morals to provide a quality service for the children with special educational needs and develop skills in research as a basis to improve quality of life of children with special educational needs. According to the aims, the programme consists of action research component with eight credit values. The action research supervision undertaken is an onsite mode even though the Open University of Sri Lanka has been following the ODL mode.

The COVID-19 pandemic situation affected the education of students in Sri Lanka. The abrupt closing of the educational institution on March 2020 to counter the proliferation of COVID-19 saw the education sector react rapidly with a slide of interim steps aimed at continuing education by online and other distance learning mode in the universities. However, the move to online learning has received contradictory responses; amplifying already established socioeconomic gaps embedded in state education. Approximately, 34% of Sri Lankan households with children have access to e-learning through an internet interface, ranging from online classes to tutorials disseminated via social media platforms such as ZOOM, E-Mail, WhatsApp, Facebook, etc. (Gamage, 2020). Most students have faced numerous difficulties with the school education system due to the COVID-19 pandemic. At this juncture, the government launched e-learning as a solution to start education at school. However, there is a lack of knowledge on the

technology, vulnerability of the people, benefits, and threats of e-learning in the field of school-level education in the local context.

## **2. STATEMENT OF THE PROBLEM**

The department of special needs education conducted online examination during the pandemic situation without tracking the activity schedule of the Bachelor of Education in Special Needs Education programme 2019/2020 batch. However, the action research was unable to be completed by students due to the onsite supervision practice in the pandemic situation of Sri Lanka. In this case, as an academic there was a need to be innovate an alternative strategic to undertake a supervision.

## **3. LITERATURE REVIEW**

With the current pandemic erupting in various parts of the world, the number of intakes into degree programs and development-based courses for adults is on the increase. The main goal of a professional program is to give the candidate a “minimal competent in specialized knowledge, human relations and professional skills” (Henry & Weber, 2010). While the courses in teacher training did take a high toll, most training programs involved working hands-on with children of different age groups. At these times it is important that the student teacher is being observed as well as monitored so as to be able to teach in an effective and efficient manner. This period of student teacher being observed, at times could turn out to be the only opportunity he/she may gain constructive individualized instruction which in turn would help the student teacher be successful in the teaching career.

A supervisor is considered to be a “watch dog” for the completion of the professional program. They are facilitators, bridge between the student teacher and the classroom teacher, evaluator and instructor (Henry & Weber, 2010). The responsibility of the supervisor involves the overall validation of the teacher training process of the student teacher from formal instructions to classroom instruction and the methodologies used by the student teacher.

As a supervisor, while guiding the student in achieving the goals, he/ she also needs to help build on personal qualities of the student teacher. When the supervisor is able to have openness to new ideas it facilitates the student teacher to be instilled similarly. Drent and Meelissen (2008) stressed the point that technological advances are essential for supervisors to adapt to new methods of teaching. This was evident during the sudden pandemic that forced institutions to take up alternative ways so as to move forward in the different fields. The field of education, schools had to move onto an online platform in order to guide students in their educational paths. This move made the supervisors shift from face to face guiding to an online platform so as to continue to give guidance to the student teachers which in turn would help them guide the students in their respective schools.

Metcalf (1991) states the roles and responsibilities that the supervisor provides to the student: evaluation, planning, affects student teacher attitudes, communication between university and school, giving feedback, offer constructive criticisms.

The Covid-19 Pandemic caused many rapid changes in higher educational institutions. A systematic review (Crawford & Cifuentes-Faura, 2022) done on manuscripts that highlighted the impact Covid-19 had on institutions, that though according to the SDG's Goal 4 (Sustainable Development Goals) is to provide equal education opportunities, the access to these technological products were reduced. The higher the demand the access was low. During the pandemic there was seen a shortage to the various products which had resulted in poor quality education being delivered. The unavailability of the internet access too played a part in gaining the best out of the education. A Systematic Review done in the Latin American Higher educational (Salas-Pilco, Yang & Zhang, 2022). institutions, looked into the effectiveness of student engagement in the online sessions which opened out a more positive outlook. The online learning platform is flexible in time, place and pace. It is clear that when offering online activities, the facilitator is aware of the interests of the audience. Through this the participants critical thinking skills can be tapped into and helped to analyse and be deep and direct thinkers. The review describes the online engagement process into three categories: behavioural, cognitive and emotional. Accordingly, the systematic review highlighted in terms of behavioural engagements; students were able to develop their soft skills as well as teamwork and effective

communication, which all are essential for a professional workforce. It positively affected the digital skills development of students and made students development in order to gain the best out of their educational career. In terms of Cognitive engagement, the academic performances had improved; the intrinsic motivation was seen in students. In terms of emotional engagement, it was seen that students valued the online learning platform for its flexibility, reduced travel expenses and travel time.

A qualitative study (Lamaster, & Knop, 2007) done in a particular university on how web based instructions affects action research, highlighted many benefits. The students were able to have constant communication with the supervisor via email. The supervisor was able to create time management tasks and add alerts to the students to help remind to complete their tasks on time. Individual student motivation was assessed and accordingly the student was able to take up responsibility for their own work.

Qualitative research done at the Al Ain University (El Rafae, Kaba & Eletter. 2021). within the faculty members and the students, that both parties expressed its higher satisfaction in the online learning platform, the continuation of lectures, security and safety issues and new ways of communication.

#### **4. AIM OF THIS STUDY**

To Innovate the Alternative Supervision Practices for Completion of the Action Research Projects of BEDSNE programme offered by OUSL during the COVID-19 Pandemic Situation.

#### **5. METHODOLOGY**

The fully qualitative approach was followed to conduct this study and multiple case study design was utilized to conduct the study. The target population was 86 students, and 4 students were supervised by one particular supervisor have selected by using convenience sampling method. Data collected using reflective journal and seme-structured in-depth interview. Thematic analysis technique was utilized to analyses the data.

### **5.1 Trustworthiness**

During the supervision the students and the supervisor did not meet face to face. Interview was conducted by the programme coordinator to collect data without subjectivity. Supervisor requested to remove his name from the acknowledgement part of the action research report.

### **5.2 Limitation of the Study**

Only four students participated in this research as only four students were allocated for each supervisor.

## **6. RESULTS AND DISCUSSION**

Data collected by reflective journal and interview from four case analyse thematic data analysis method and four cases named Case - A, Case - B, Case - C and Case - D. Data were analyzed under following subtitles.

### **6.1 Prior Knowledge and Skill on Action Research**

Teachers need to conduct action research in their classroom teaching in order to make some changes in their teaching, and to assist the students to become active listeners. Thus, the teacher as an action researcher, needs to have knowledge and skills on conducting the action research (Luo, 2008). However, in the present study all four cases had inadequate knowledge and lack of skills about conducting the action research, for an instance, case - B mentioned in their reflective journal saying, "Had only a very basic knowledge about action researchers and did not have much awareness about the process of an action research", also case - C said, "...I had no clue what action research was. I did not know what to do, how to do all. It was not at all clear even though we had a lecture about it. It was not clear...". It confirmed that, inadequateness of prior knowledge and skills of the cases on action research.

## **6.2 Use of Virtual Platforms**

The virtual platforms have been growing in use of education sectors, especially during the pandemic period ZOOM platform, e-mail communication, social medias, phone calls were getting popular in education (Mosley, Parker, & Call, 2022). Thus, the supervisor was able to use these platforms for conducting sessions. Altogether, five ZOOM virtual sessions were conducted to discuss about their research. Topics such as: What is an action research, steps to write the first chapter (Introduction), Literature Review and maintaining references, planning, implementing actions and analyse the data, writing the report and attaching appendix was covered in all five sessions.

### **6.2.1. Use of ZOOM Virtual Conference Platform**

All four cases responded, the ZOOM sessions supported to Learn about all the chapters in action research, very important sessions were conducted on action research, it supported to express and share their ideas with group members and clear their doubts with help of the supervisor and all the sessions and guidance given via ZOOM. For an instance, case - A was written in the reflective journal, "All the main sessions to discuss over the chapter writing were conducted via zoom". Moreover, case - B illustrated "...supervisor conducted zoom sessions for each and every chapter. That is the specialty. We got very clear zoom sessions...". It shows, the ZOOM sessions played key role in the online supervision. According to the findings of Mpungose (2021), Lecturers found the Zoom to be a useful platform to enhance effective and synchronous e-learning. The finding of the present study more similar with above mentioned finding.

### **6.2.2. Use of E-Mail Communication in Online Supervision:**

Respondents mentioned the e-mail communication supported to get the correction and feedback within a short time and shared the important documents to help others. For an instance, case - A mentioned in the reflective journal "...each and every chapter was checked and shared through E-mail...". Furthermore, case - D explained that "...Normally we use e-mails. Through emails, when we finish chapter, we sent it through e-mails.

Supervisor normally gives the immediate feedback...”. In the online supervision e-mail communication was important to share the documents and provide feedback. Similar findings reported by Murphy and Matas (2009), the e-mail can assist the effective online interactions in e-learning methodologies. It shows the efficiency of the e-mail communication in the instruction.

### **6.2.3. Use of social media (WhatsApp and Viber) in Online Supervision:**

Faizi, El Afia and Chiheb (2013) recommend that these online social tools should be used in learning environments. In this present study, all four cases responded that the usage of social media during the supervision period of the action research. Accordingly, social media platforms were used for giving extra quick instructions to develop the research, encouraged students to do their work on time, links were shared through the Viber group, friendly discussions with group members, sharing video clips and knowledge. For an instance, case - C mentioned, “...WhatsApp; encouraged us to do their work on time, supervisor used the WhatsApp to correspond with me. It was as very helpful and very prompt...”. Meanwhile, case - A stated, “...this WhatsApp and Viber were helpful to share the things...”. It ensures the social media also were part of the supervision strategy of the online supervision.

### **6.2.4. Use of Mobile Phone Conversation in Online Supervision:**

Respondents reflected on the phone conversation during online supervision, phone call conversation were used to support for further clarifications and instructions on correcting the mistakes in each chapter, useful to get guidance from the supervisor, and communicate with peers about the action research. For an example, case - B mentioned, “...phone call conversation Was very useful to do the necessary corrections and to do further clarifications...”. Mobile phone conversation was useful for online supervision, and it is a more accessible strategy to conduct supervision effectively. Ketheeswaran and Mukunthan (2016) recommended the Open University of Sri Lanka has to take immediate action to promote the usage of phones in the learning environment. Other universities

need to motivate their students to use phones for educational purposes. This recommendation may practice in this present study, and it improve the education of the Open University of Sri Lanka.

Above data shows, the collaboration of the virtual platforms, social medias, communication strategies, and mobile phone are supporting for the online supervision and these things support to improve the academic activities in the universities.

### **6.3. Learner Support in Online Supervision**

All four cases responded in regard to the support of the supervisor during the online supervision. Accordingly, case - C mentioned in the reflective journal, "...learner support was present for all sessions, did the work on time and was flexible to accept mistakes and do immediate corrections. Did follow all advise given by the supervisor during the online supervision...", "...learner support was present for all the possible sessions, (missed only one), supervision was always flexible to accept mistakes and do corrections. Did follow all the advice given by the supervisor and rechecked all the writings with him...", case - A said. During the interview, case - B illustrated "...the literature review, it was read from the top to the bottom. Suppose if supervision found a mistake, He used to highlight certain phrases and words and He re-emails that and immediately calls me and said these types of mistakes were made and these things need to be added. In and out, he helped us through e-mails...". Above responses show, the supervisor had been taken several strategies using the alternative techniques for improve the competencies of students of action research.

### **6.4. Peer Support in Online Supervision**

The peer support during the online supervision was very efficient. For an instance, case - A mentioned in the reflective journal, "Peer support; It was really great and appreciated the support I gained from my peers, they were always happily shared the information and encouraged each other. Though this is an individual research study, each one of them worked as a team. They always demonstrate positive attitudes towards others and this peer support owns a great half of the success of the research study", "Peer support

was always on call and shared more information through friendly conversations, encouraged each other, helped each other complete their final reports and communicated very well throughout with help of social media, e-mail, etc.” case – B said.

During the interviews, case – A illustrated, “... (Laughing...) that as superb. We all helped each other. I had another three. when I need help, they really helped me. Especially I want to say about N....ha, and the other two. I missed a one meeting there just before what supervisor conducted before a chapter. The N....ha was briefing me. When I have some doubts, any time N....ha, N...ka and N....ha any time they ready help me. It is superb and they are the best peers I had in this curse...”, “...(Enthusiastically) my god it was excellent. We had to communicate each other every time to get certain clarifications, that was one of the advice given by supervisor. Even though he doesn’t tell us. We have to do it because We all had to go together. We had a on peer she really wants to drop out, I encouraged her to continue. I made sure that my friend also completed the research with me. Day and night we were on calls called her and we helped her to analyze her data likewise we have helped each other. This would have not possible with my fellow peers. They have supported me, and I have majorly supported them in whatever way I can...”, case – B explained. The data of reflective journals and interviews confirmed their emotional expressions about the peer supports during the online supervision of their action research and online platforms and strategies played their vital role in the peer supports. Baker, et al (2014) highlighted there is a need to strike a balance between the support for the novice researcher, and the development of autonomy and independence. The research supervision adopted in a distance education psychology module, which combines online supervision, and peer supervision. The above mentioned finding more similar with the finding of the current study. Furthermore, both findings emphasize the learner support and peer support during the supervision.

### **6.5. Advantages of Online Supervision**

All four cases responded in various ways about the advantage of the online supervision in the action research. Accordingly, it supports to manage time, manage

resources, flexibility in getting advice from supervisor, getting peer support and family members.

#### **6.5.1. Time Management**

Participants responded that they got enough time to complete their research work due to the online submission, corrections, feedback, advice, and session. For an instance, Case - B said, "...We well mange the time and the four of us are first to finish compared to our batch mates. We had enough time left to revise what we have written, and we actually finish before the time we were expected with support of the online platforms...". Case - A stated her personal problems such as illnesses, death of father, etc. not influence in my date of submission. For an instance she illustrated, "(Laughing...) I was always taking more time with my personal concerns and all. At the very beginning, my father passed way. After that this personal concerns also. I was late to submit my things, but supervisor was really bearing with me phone call, ZOOM sessions, email communication, etc....". The online supervision is effective for research students even though they have a personal problem in their study periods.

#### **6.5.2. Management of Workload**

All cases responded about the management of workload during their research period. Accordingly, they had regular workload, but they follow strategies to manage their research work. As example Case - D mentioned, "...the timetable gets little changed. It is another story, but normally, I worked according to a timetable and normally I wake up until two thirsty or two. Because I know if I sacrifice my time, I have so many days to sleep after this. Especially night I did work...". Also, case - B illustrated, "...managing workload is easy because supervisor gave clear instructions via virtual platforms and phone calls, and apart from that giving us targets, we have somehow to manage our workload...". Students were guided to manage their workload and virtual planform support to manage their workload.

### **6.5.3. Management of Money and Resources**

The research students save their money and resources in relation to the action research by the online supervision. Students never meet supervisor physically and it supported to save their cost of travelling. For an instance, case - B mentioned, "...We never get a meet supervisor physically. But we had very often (emphasizing) sometimes you know at least thrice a day we had to communicate with him. He actually conducted zoom sessions for each and every chapter. That is the specialty. We got very clear zoom sessions...", "...our supervisor was s like a on call doctor. When we are calling to other colleagues their supervisors sometimes missing in action. But sir is very quick. He is always at the end of our fingertips it was just a matter of sending a message. If he missed, he called us or mail back as soon as possible..." case - C said. It shows students never meet supervisor physically and corrections are done via e-mail, feedback are given through phone call communication and sessions conducted via ZOOM. These mechanisms supported to save their money and stationaries.

### **6.6. Competencies of Students on Action Research at the end of the Online Supervision**

All four cases responded about their knowledge, skills, and attitudes on the action research at the end of the supervision.

#### **6.6.1. Knowledge**

Participants responded that their knowledge improved at the end of the online supervision. For an instance, stated "...I have improved a lot. Compare to me at the beginning and at the end. I have learnt a lot of form supervisor...", "...I got all the knowledge about the action research..." case - B said. The above-mentioned responses of the students show the online supervision helped them to improve their knowledge on action research.

### 6.6.2. Skills

The skills of the students were improved from the beginning to end of the online supervision. For an example, case - D mentioned, "...I feel I can do more research. I felt like that. I don't know how success I am. But I felt I have power the strength to do that. I felt I can do another research. All the components in research, I feel it's very easy to gather information...". It is confirmed students get skills on action research at the end of the online supervision.

### 6.6.3. Attitudes

According to the responses of the students, at the end of the online supervision their attitude has changed about the action research. For an instance, case - C illustrated, "...I feel like without anybody's help, if there is a problem of a student, I am like motivated to find out how I can help that child. Even if I am not doing action research, I know how to identify the problems, and these are the things I need to find. The process I know it has actually helped us a lot...". It highlights the attitude change happened at the end of the online supervision.

The knowledge, skills, and attitude of the students about the action research have improved at the end of the online supervision. It confirmed the online supervision is supported to develop the competencies of students. The result of students (two students - A and two students - A-) confirmed their competencies on action research. Amanvermez, et al (2020) recommended Studies related to online supervision are recommended for more detailed information. Moreover, online supervision can be provided for psychological counselors-in-training and for professionals aiming to pursue career development. It shows the supervision improve the competencies in relation their professional.

## 6.7. Suggestion Made by Students

All four cases suggested that the online supervision of the supervisor on action research was more positive. For instances, case - A "(Laughing) he did his part well. I don't any suggestions for better improvement. I don't think that he can be even better than this",

case - B, 'There is nothing to tell him to suggest for him to improve. I wish he could supervise our other batch mates also. He is really good', case - C, 'mmm..... (thinking) not really. Nothing, he did a great job', and case - D 'Actually, no suggestions. Sir did everything. Sir is a remarkable resource person. I wish he can lecture other people also. We can get much and many opportunities from him' illustrated.

Suggested about the online supervision, case - D, 'online supervision is the best way with this pandemic situation, it's the best, I don't have any circumstance through online supervision', case - C, 'I would say that this online supervision is better than the physical one', case - B, '...We never got a chance to outsource the supervision, we did all online. It is very comfortable because we can easily access to sir. Despite of the time, we could call him. We can contact him through Viber, email, WhatsApp video call. I feel online is much successful...', and case - A, '...In my case I like online supervision...', '...this online supervision is superb and most suitable method for us to have. I prefer this virtual method than the physical supervision...'. All four cases prefer the online supervision than physical supervision at the completion of their action research.

## 7. FINDINGS

- Prior knowledge and skills of the students were lack and inadequate
- Virtual platforms such as ZOOM, e-mail, social medias, phone can use for the online supervision.
- ZOOM is recommended for conducting sessions, e-mail is recommended for sharing the document and giving the feedback, social media is recommended for communicating and phone communication good to give further information to students during the online supervision.
- Learner support and peer support are widely seen in the online supervision
- Time management, workload management, support of the family members, and saving of money and resources are advantages in online supervision

- Online supervision supports to improve students' competencies in relation to the action research
- Online supervision is better than onsite supervision during the pandemic situation.

## 8. CONCLUSION

The online supervision is the best strategy to supervise students who are doing action research in the Open University of Sri Lanka during situations like a pandemic.

## 9. RECOMMENDATIONS

- Supervisions need to assess prior knowledge and skills of the students on action research.
- Supervisors can use virtual platforms such as ZOOM, e-mail, social medias, phone communication can use for the online superstition.
- Online supervision has numbers of advantages. Thus, supervisors can give those advantages by using online supervision strategy.
- The Open University of Sri Lanka moves to fully online mode of delivery. Thus, the Open University of Sri Lanka can follow the online supervision strategy in future research supervision.

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