ADVISING DISTANCE LEARNERS

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Presenters acknowledge and appreciate contributions from colleagues
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LEARNING OUTCOMES

- gain a better understanding of distance advising
- learn the challenges to advising at a distance
- identify strategies for distance advising success

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THERE IS A DIFFERENCE

Between online/distance education and courses offered online (hybrid or blended):

- "Online/distance education" offers entire degree programs completely online; students likely don't step foot on campus.
- "Courses offered online" have incorporated elements of technologies used with distance learning into campus-based courses

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WHO ARE OUR DISTANCE LEARNERS?

- Estimates of more than 20 million students (2016)*
- Adults seeking workforce training or degree completion
- Traditional learners who reside on campus
- Both community college and 4-year institutions

*2016, Digest of Education Statistics 2015

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Slide 1

- Majority of students are 25+ years old
- Often have transfer work
- Characteristically similar to first-time students
- Similar, in that they are dissimilar

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Slide 2

QUESTION?

To whom do you predominately provide academic advising?

- All distance learners
- Combination of distance and blended leaners
- All blended learners

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Slide 3

WHAT ARE THE MOST PRESSING ISSUES?

- Identification with the University or College
- Feeling of connectedness to their institution
- Ability to be a self-motivated/paced learner
- Technological skills
- Time management
- Life

"My course lacks interactivity and it has no point. I assumed the software would take care of that!"

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Slide 4

ADVISOR'S ROLE

- The student advocate
- The liaison between learner needs and institution needs
- The person through whom students connect to the institution
- The "One Stop Shop" who is available for students questions/needs
- The question asker
- The creative, flexible and realistic guide

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Slide 1

"The most important strategy for success with online students is to form solid, meaningful connections from orientation to graduation and to use these connections to help students feel connected to something larger than just their computer, their online course, or the school's web site." --

Jennifer Varney (2012)

Slide 2

NACADA 2013 TECHNOLOGY SURVEY

- Daily advising technology identified for daily use included e-mail (99%); face-to-face interactions (91%); locally installed word processor, spreadsheets, etc. (80%); phone (73%) and Facebook (30%).

- Less frequently used technology for advising (< 2%) included: licensed video-conferencing (e.g. Adobe Connect, Wimba), retention software, photo-sharing websites (e.g. Flickr), podcasts, and social studying sites (e.g. OpenStudy).

Pasquini, L. and Steele, G. (2016)

Slide 3

QUESTION?

What technologies do you use in your advising to interact with students?

- E-mail
- Telephone
- Social media
- Early alert systems
- Video-conferencing
- LMS
- E-Portfolio
- Other

Slide 4

ADVISING OFFICE OF TOMORROW

- Full integration of Enterprise-wide systems

- Full commitment from all sectors of institution

- Funding from national and state sources based entirely on performance metrics

SEEING ADVISING AS PART OF THE TEACHING AND LEARNING MISSION

...And integrating this approach with technology is critical in light of:

- Reduced financial support to higher education in states
- Increase in linkage between funding and retention & completion
- Recognition by many officials that there is an increased role that can be played by data driven decision-making

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WHAT IS ACADEMIC ADVISING?

- What we know: Academic advising (AA) is a process that is integral to the mission and goal of higher education.

One definition...

- It is a "series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. AA synthesizes and contextualizes students' educational experiences within the framework of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes (NACADA, 2006)

COUNCIL FOR THE ADVANCEMENT OF STANDARDS IN HIGHER EDUCATION (CAS)

Founded in 1979, the Council for the Advancement of Standards in Higher Education (CAS) is the pre-eminent force for promoting standards in student affairs, student services, and student development programs. CAS creates and delivers dynamic, credible standards, guidelines, and Self-Assessment Guides that are designed to lead to a host of quality programs and services. CAS aims to foster and enhance student learning, development, and achievement.

http://www.cas.edu/

CAS STANDARD AREAS CRITICAL FOR DISTANCE LEARNING ADVISING

- Technology
  - (AAP) must have adequate technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant codes and laws.

- Assessment and Evaluation
  - (AAP) must have a clearly articulated assessment plan to document achievement of stated goals and learning outcomes, demonstrate accountability, provide evidence of improvement, and describe resulting changes in programs and services.

USING THE RIGHT TECHNOLOGY

"Digging a hole is easier using a shovel than a rake. Finding the best technology tools to achieve academic advising outcomes is a little more complicated."
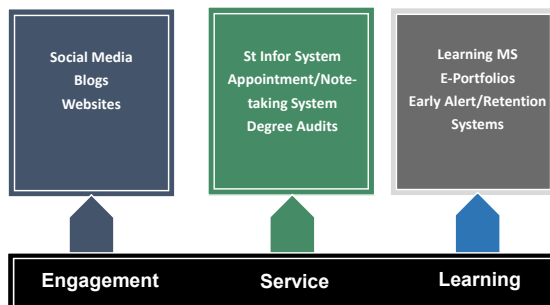
Steele, G.E. 2014

TECHNOLOGY LEAVES A TRAIL

- Buying habits
- Patterns of usage – impulsivity or systematic
- Communication usage - length, speed, depth
- Interests – range, types, breadth, depth

Tech for Advising

Social Media Blogs Websites	St Infor System Appointment/Note-taking System Degree Audits	Learning MS E-Portfolios Early Alert/Retention Systems

| Engagement | Service | Learning |

Steele G.E., 2014 & 2015

THREE AREAS OF INTENTIONALITY

- The service area highlights those tools that provide institutional services through personalized student accounts.
- The engagement area uses tools to inform and build communities with students and others at the institution.
- A key element of learning is that students are expected to show they have mastered some content, developed a skill, produced a project, created a plan, or demonstrated reflection on a topic or issue. And, that student learning will be assessed.

Steele, G.E. 2014

TECHNOLOGIES FOR ADVISING

- Tools for Engagement
  - Social Media, Blogs, e-Mail, podcasts, vodcasts
  - Web sites and resources
  - Customer Relationship Management Systems
  - Virtual Student Unions (http://elife.nvcc.edu/vsu/)
- Tools for Service
  - Student Information Systems
  - Appointment Scheduling
  - Student Records
- Tools for Learning
  - Learning Management Systems, e-Portfolios, Retention Systems, student portals
  - Interactive video, tablets, smartphones

Steele, G.E. 2014

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CONCERNS ABOUT TOOLS FOR ENGAGEMENT

Social media
E-mail
Blogs
Web sites, etc.   **SECURITY**

FERPA

Steele, G.E. 2014

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FERPA

- FERPA represents the floor, not the ceiling of privacy laws impacting academic advising. FERPA generally imposes less onerous requirements regarding maintenance and disclosure of education records than what state privacy laws and institutional policies require. Additionally, the penalties for non-compliance with FERPA are generally not as intimidating as those associated with state privacy laws.

Rust, M.M., 2014

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QUESTION?

How many of you would say that in your advising practice that you are more…

- Customer service oriented
- Teaching and learning oriented
- Combination of both

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EARLY ALERT/RETENTION SYSTEMS

"An early-alert system may be defined as a formal, proactive, feedback system though which students and student-support agents are alerted to early manifestations of poor academic performance (e.g., low in-progress grades) or academic disengagement (high rates of absenteeism)."

Cusea, J. 2009

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GEORGIA STATE UNIVERSITY

• Degree maps and intrusive advising
• Graduation rates up 20% in past 10 years
• Graduation rates higher for:
  – Pell students: 52.5%
  – African American students: 57.4%
  – Hispanic students: 66.4%
• More bachelor's degrees to African-Americans than any other U.S. university

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LEARNING MANAGEMENT SYSTEM (LMS)

• Grades (ongoing & final)
• Homework completion
• Timeliness
• Patterns of usage
• Posts and replies (Engagement?)
• Video, chat, & FAQ capability
• Accountability
• Opportunity

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LMS AND CASE LOAD ADVISING

• Homework completion
• Timeliness
• Patterns of usage - just in time?,
• Ongoing
• Posts and replies, Q & As
• Engagement and quality of participation
• Capability: Video, chat, wiki, articles

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E-PORTFOLIOS

Progression of learning over time

- Demonstrated learning
  - Complexity of connections - demonstrated
  - Complexity of assignments – demonstrated
- Share learning with selected others – advisor, faculty, employer, etc.

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FLIPPED ADVISING

"The flipped advising process has students complete assigned exercises prior to the advising session. These exercises use rich multimedia resources created by the advisor or the advising team that can be organized in the LMS to align with designated learning outcomes. The critical advantage of this approach is to have students complete modules prior to meeting with an advisor, so time in the advising session can be focused on higher order cognitive and affective domain questions derived from the work the student has completed prior to the session."

Steele, 2016b

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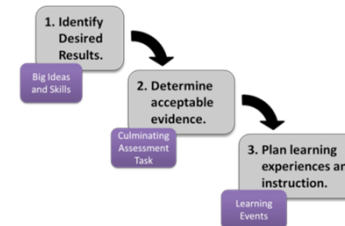

POSSIBLE FLIPPED ADVISING MODULES

- Gordon's curriculum for exploration:
  - Self-assessment, educational planning, career planning, and decision making
- Campus resources
- How to use campus technology
- Successful study habits
- How to use the campus library system
- Code of student conduct
- Financial aid, loans, and scholarships
- Sub-areas of study in any academic major
- How to prepare for an internship or Co-op experience

Steele, 2016b

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CREATING FLIPPED ADVISING MODULES

Backward Design

1. Identify Desired Results. — Big Ideas and Skills
2. Determine acceptable evidence. — Culminating Assessment Task
3. Plan learning experiences and instruction. — Learning Events

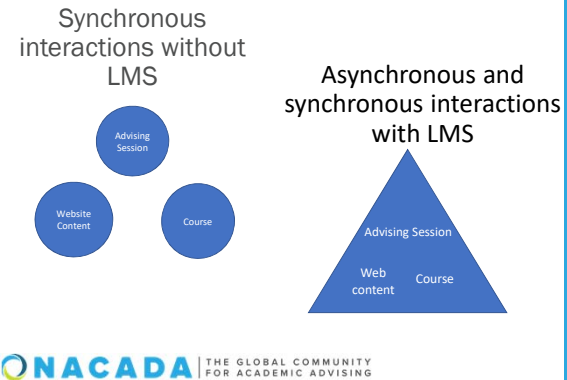Wiggins, G. P., & McTighe, J. (2005). Understanding by design. Association for Supervision & Curriculum Development.

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CREATING FLIPPED ADVISING MODULES

Desired results	Acceptable evidence	Learning events - existing content	Learning events - content that needs to be developed	Planned learning
• Students will assess their interests and interpret it in regards to their academic and career plans	• Students will list their three Holland Codes and • will discuss in writing the implications in light of their academic and career considerations	• Institution's academic major website and career services sites	• Use O*Net interest assessment • Use YouTube video that describes the Holland Code • Develop YouTube video to explain assignment and Holland Code survey	• Students will 1) view videos of assignment on Holland Code, 2) take the O*Net interest inventory, and 3) identify through the assigned quiz their 3 strongest interests and interpret these in regards to their academic and career plans
• Students will assess their abilities and interpret it in regards to their academic and career plans	• Students will list their three top abilities and • will discuss in writing the implications in light of their academic and career considerations	• Institution's academic major website and career services sites	• Use O*Net abilities assessment • Use YouTube video that describes the O*Net abilities assessment Develop • YouTube video to explain assignment and O*Net abilities assessment • Website that categorizes academic majors by Holland Codes	• Students will 1) view videos of assignment and Holland Code, 2) take the O*Net abilities inventory, and 3) identify through the assigned quiz and their 3 strongest abilities and interpret these in regards to their academic and career plans

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UNIFICATION OF THE STUDENT LEARNING EXPERIENCE

Synchronous interactions without LMS

Asynchronous and synchronous interactions with LMS

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LEARNING OUTCOMES (BLOOM TAXONOMY)

Tools in LMS and e-Portfolios that can assist in achieving evaluation of students for learning outcomes related to development of plans through: quizzes, drop boxes for reflection papers, artifacts, communication tools, etc.

Psychomotor   Affective   Cognitive

http://www.nwlink.com/~donclark/hrd/bloom.html

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USING THE RIGHT TECHNOLOGY

Data: Did the student register on time? Is the student making progress towards intended degree?
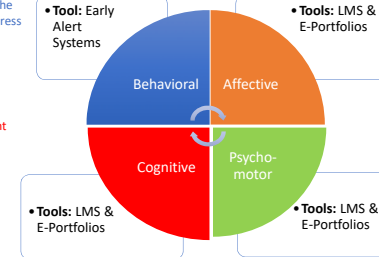
Data: Can the student describe how academic and career plans related to personal values and goals?

Data: Can the student show how academic and career plans are related? Are the student's plans grounded in evidence?

Data: Can the student effectively use the necessary technology to create and implement plans in practice?

• **Tool:** Early Alert Systems — Behavioral
• **Tools:** LMS & E-Portfolios — Affective
• **Tools:** LMS & E-Portfolios — Cognitive
• **Tools:** LMS & E-Portfolios — Psycho-motor

Steele, G.E. 2016c

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DIGITAL ENVIRONMENT FOR ADVISING AS TEACHING AND LEARNING

LMS

Early Alert

Student

E-Portfolio

Video Conf./ face-to-face

Planning and Creation of Artifacts in LMS

Share Artifacts; get Feedback

Completion of Reviewed Artifacts

Store Artifacts in e-Portfolio

Review of student artifacts process from LMS to E-Portfolio

Steele, G.E. 2016a

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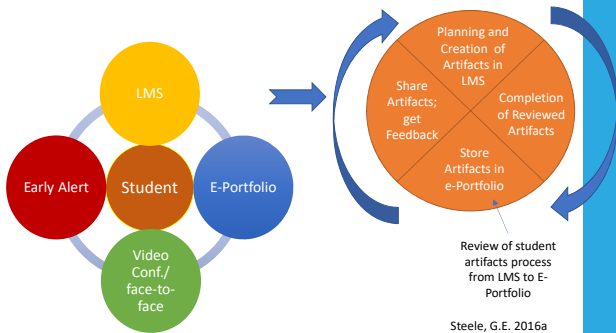
ISSUES IN DISTANCE ADVISING

- Engagement vs. learning
- Use of social network sites
- Big screens vs. small screens
- Technology training
- 508 Compliance

Thx to @laurapasquini

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We *NEED* to hear from you!

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URL:
https://www.nacada.ksu.edu/Events/Summer-Institutes/July-2018-ABQ/July18PO.aspx

QR Code:

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NACADA DISTANCE LEARNING AND RESOURCES

NACADA Distance Learning Commission
- https://www.nacada.ksu.edu/Community/Commission-Interest-Groups/Theory-Practice-and-Delivery-of-Advising-II/Distance-Education-Advising-Commission.aspx

NACADA Technology Commission
- https://www.nacada.ksu.edu/Community/Commission-Interest-Groups/Theory-Practice-and-Delivery-of-Advising-II/Technology-in-Advising-Commission.aspx

NACADA Clearinghouse
- http://www.nacada.ksu.edu/Resources/Clearinghouse.aspx

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