Moving academic advising online: enabling student aspiration and reflection

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Setting the scene

- Academic advising is a staff – student process aimed at helping students

- Viewed positively by both staff and students (Chan et al 2019) but results vary eg attitude of the advisor

Audience question 1/6:

What factors influence academic advising at your institution?

Influencing factors

- Interaction frequency
- Influence on development
- Information relevance
- Advisor knowledge
- Advisor attitude
- Relationship quality
- Quality of mentor

- AA process clarity
- Advisee perspective
- Advisee participation
- Group size
- Communication media
- Time

Audience question 2/6:

On a scale of 1 (low) to high (10), how important is academic advising at your institution?

Audience question 3/6:

On a scale of 1 (low) to high (10), how much variability is there across your institution?

The gap

Despite its importance, VLEs are ill-equipped to support the cross-module and multi-year needs of either the student or advisor

Case study

- Creative Technology Department
  - 21 academic advisors
  - 520 music and games students
- Interactions between advisors and students occur twice per semester
- Group sessions for first and second year students transitioning to a majority of one-to-one sessions for final year students
- Departmental agenda in place for all sessions

Example agenda

L4 AA SESSION IN INDUCTION WEEK   AY1920

You will have a 1 hour session with your AA group, in one of the department computer labs, on Tuesday 24th September. The time, room and group is on the front sheet of the pack but double check your timetable for any changes.

SUGGESTED AGENDA

1) Welcome – introduce yourself. Give out sweets and take a quick register

2) Go round the room – and invite each student to introduce themselves – allow them 30 seconds each to state – name, where they are from, something that makes them unique!

3) Explain and clarify the AA role: Provide academic support and guidance. Help to make sense of assessments and feedback. Help to address academic problems. Monitor attendance and achievement. Signpost to other BU services

4) Check AA Class list – is everyone present? Is everyone in the correct group? Copy of full L4 Class Lists are within your AA support pack – for reference.

Audience question 4/6:

What do you think of having agenda for staff for each session?

Interaction recording

- 2016 & 2017 attendance recorded

- Pilot in 2019-2020 to explore improvements

- 2019 Online recording model 1 – VLE tools

- 2019 Online recording model 2 – Jisc Survey

- Aim to provide better information to staff and students

Audience question 5/6:

What metrics / information do you think would be useful to capture and/or provide to students?

Example student feedback #1

A Student
ID: 1234567

Academic Advisor: Name
s@bournemouth.ac.uk

LEVEL x Programme Name

STUDENT ATTENDANCE DATA

UniWeekNo:	S1W1	S1W2	S1W3	S1W4	S1W5	S1W6	S1W7(RW)	S1W8	S1W9	S1W10	S1W11	S1W12	S1W13	MaxNo Sessions :	Total Attend:	% Attendance:
	CYCLE 1			CYCLE 2				CYCLE 3			CYCLE 4					
LAB1	☑	☑	☑	☑	☑	☑		☑	☑	☐	☑	☑	☐	12	10	83.33%
LECTURE1	☑	☑	☑	☑	☑	☑		☑	☑	☑	☑	☐	☐	11	10	90.91%
LECTURE1	☑	☑	☐	☑	☑	☑		☑	☑	☑	☑	☑	☐	12	10	83.33%
LECTURE2	☑	☑	☑	☑	☑	☑		☑	☑	☑	☑	☑	☐	12	11	91.67%
MINILECTURE	☑	☑	☑	☑	☑	☑		☑	☑	☑	☑	☑	☐	13	11	84.62%
LECTURE1	☑	☑	☑	☑	☑	☑		☐	☐	☐	☐	☐	☐	12	6	50.00%

Student Totals: 72 58 80.56%

Current Attendance Status: GREEN **Average Attendance:** 80.56%

Example student feedback #2

A Student

ID: 1234567

Academic Advisor: Name

s@bournemouth.ac.uk

LEVEL x   **Programme name**

STUDENT ASSIGNMENT SUBMISSION DATA

StudentID	Number	Task	SubDate	Sub	Late	72	MC	Weighting	Mark(100)	UnitMark

Semester: 1

Unit 1

StudentID	Number	Task	SubDate	Sub	Late	72	MC	Weighting	Mark(100)	UnitMark
	1	In Class Test - Paper Bas	28/10/2019	☑	☐	☐		30.00%	73.33	22.00
	2	Game and Report	13/12/2019	☑	☐	☐		70.00%	69.50	48.65

Unit Pass/Fail:	**PASS**	**Unit Degree Class:**	**1st**	**Unit Total Mark:**	**70.65**

Unit 2

StudentID	Number	Task	SubDate	Sub	Late	72	MC	Weighting	Mark(100)	UnitMark
	1	Online In-Class Test	11/11/2019	☑	☐	☐		30.00%	70.00	21.00
	2	Video	13/01/2020	☑	☐	☐		70.00%	66.20	46.34

Unit Pass/Fail:	**PASS**	**Unit Degree Class:**	**2:1**	**Unit Total Mark:**	**67.34**

Unit 3

StudentID	Number	Task	SubDate	Sub	Late	72	MC	Weighting	Mark(100)	UnitMark
	1	Online In Class Test	18/11/2019	☑	☐	☐		30.00%	90.00	27.00
	2	Artefact	24/01/2020	☑	☐	☐		70.00%	70.00	49.00

Unit Pass/Fail:	**PASS**	**Unit Degree Class:**	**1st**	**Unit Total Mark:**	**76.00**

Data capture form (part)

Your details

Your student id *eg i1234567* ✻ *Required*

Academic Adviser name ✻ *Required*

Today's date ✻ *Required*

Dates need to be in the format 'DD/MM/YYYY'

(dd/mm/yyyy)

Academic targets

Please set yourself 3 academic targets for the coming months eg time management, attendance, developing study skills etc. Try to be as SMART as possible ie be Specific, Measureable, Achievable, Realistic and Time-bound. For example, *I aim to have 100% attendance in all my units this semester* or *I aim to achieve 70% in my modelling unit this semester*

Target 1 ✻ *Required*

Target 2 ✻ *Required*

Target 3 ✻ *Required*

Data capture form (part)

How are you doing?

These 3 questions use a scale. 1 is low. 10 is high.

How useful is the feedback and feedforward you receive?
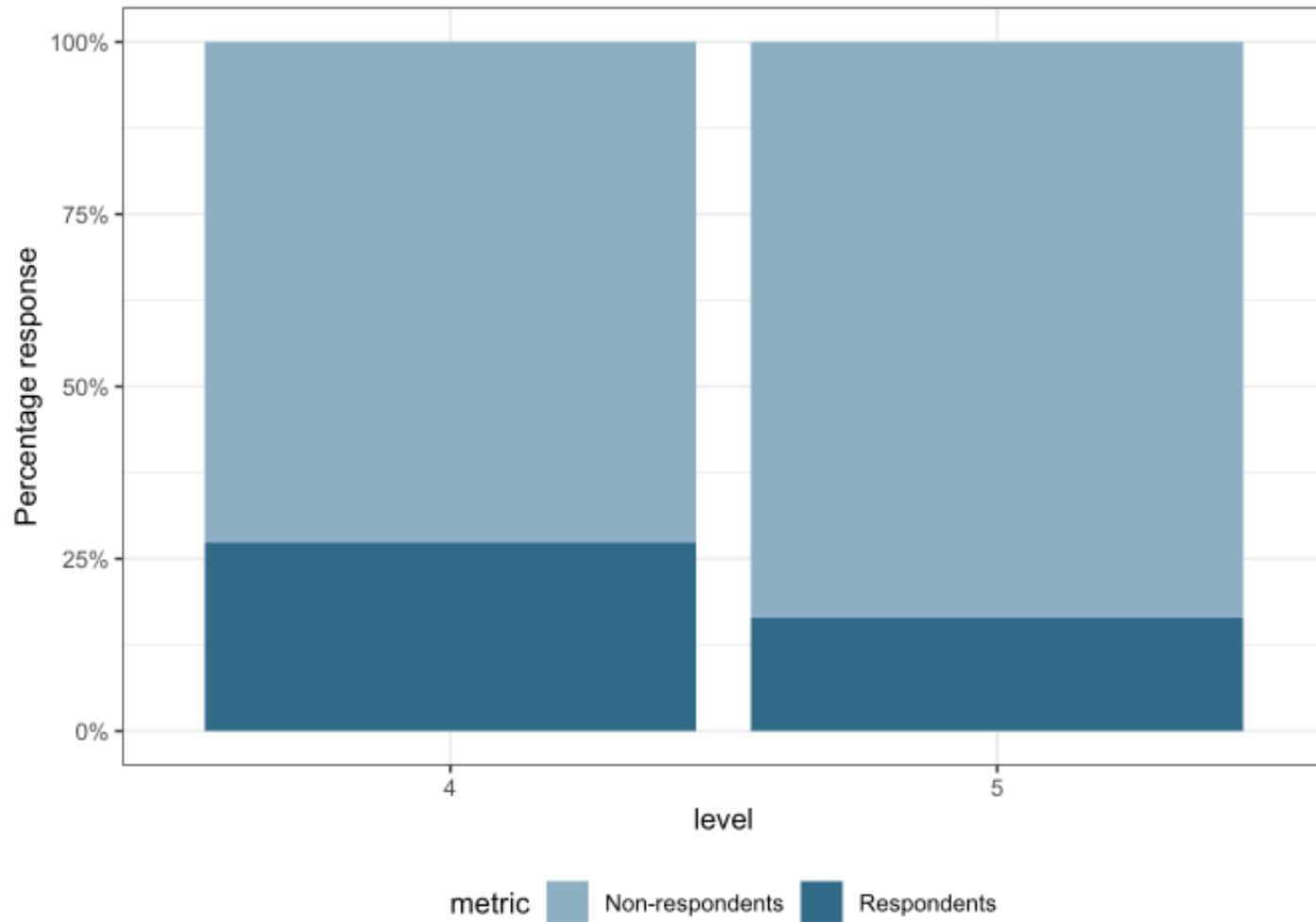
- ○ 1
- ○ 2
- ○ 3

Anything else?

Any other points of note? *Optional*

If further action is needed, by whom?

- ☐ Academic Adviser
- ☐ Refer to PL
- ☐ Refer to DHoD
- ☐ Student Servces

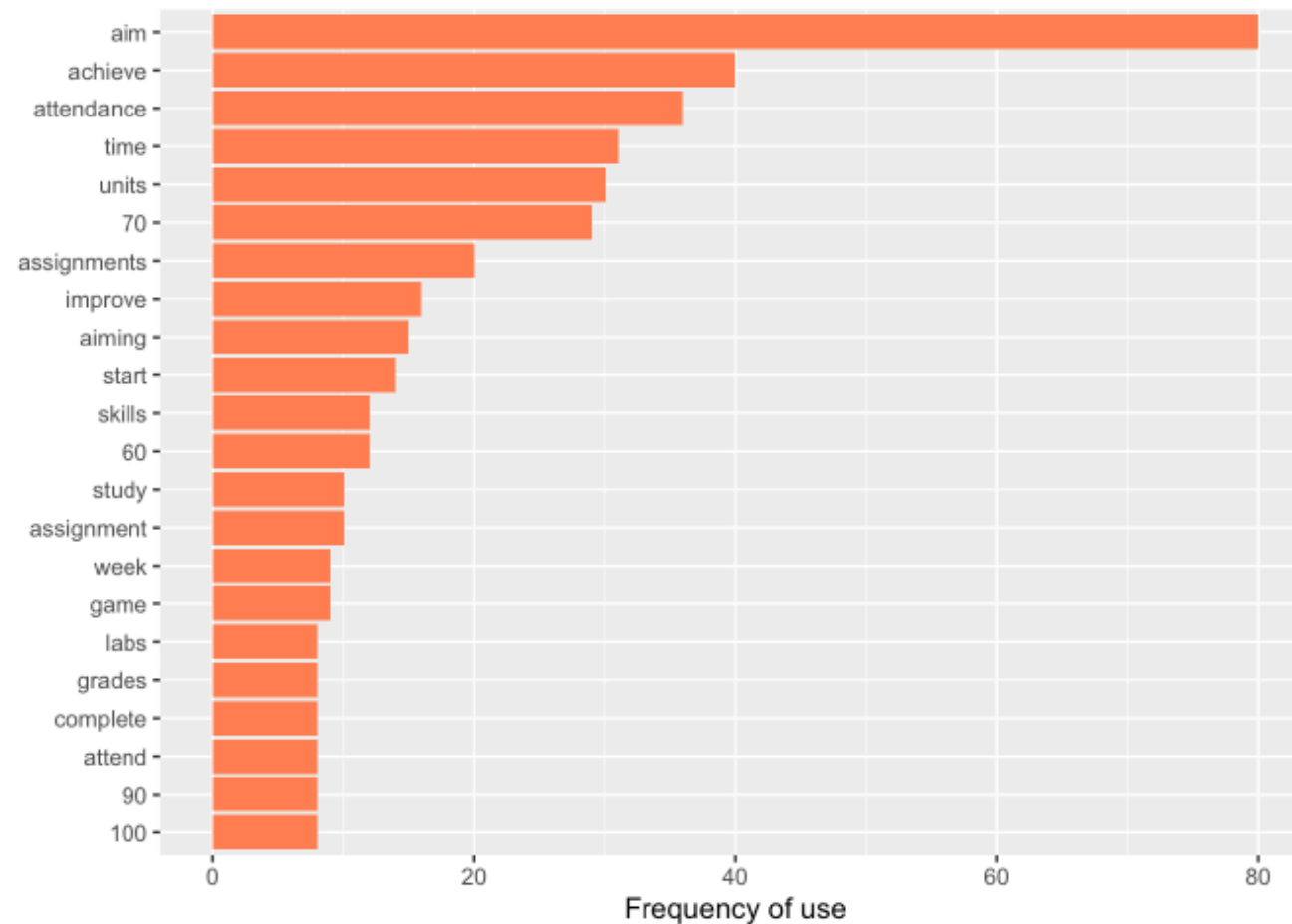# Engagement

Top 20 words used in the targets, across L4 and L5 and for Games and Music

There was lots of aim setting. Frequent targets centre around improving attendance and setting targets for achievement
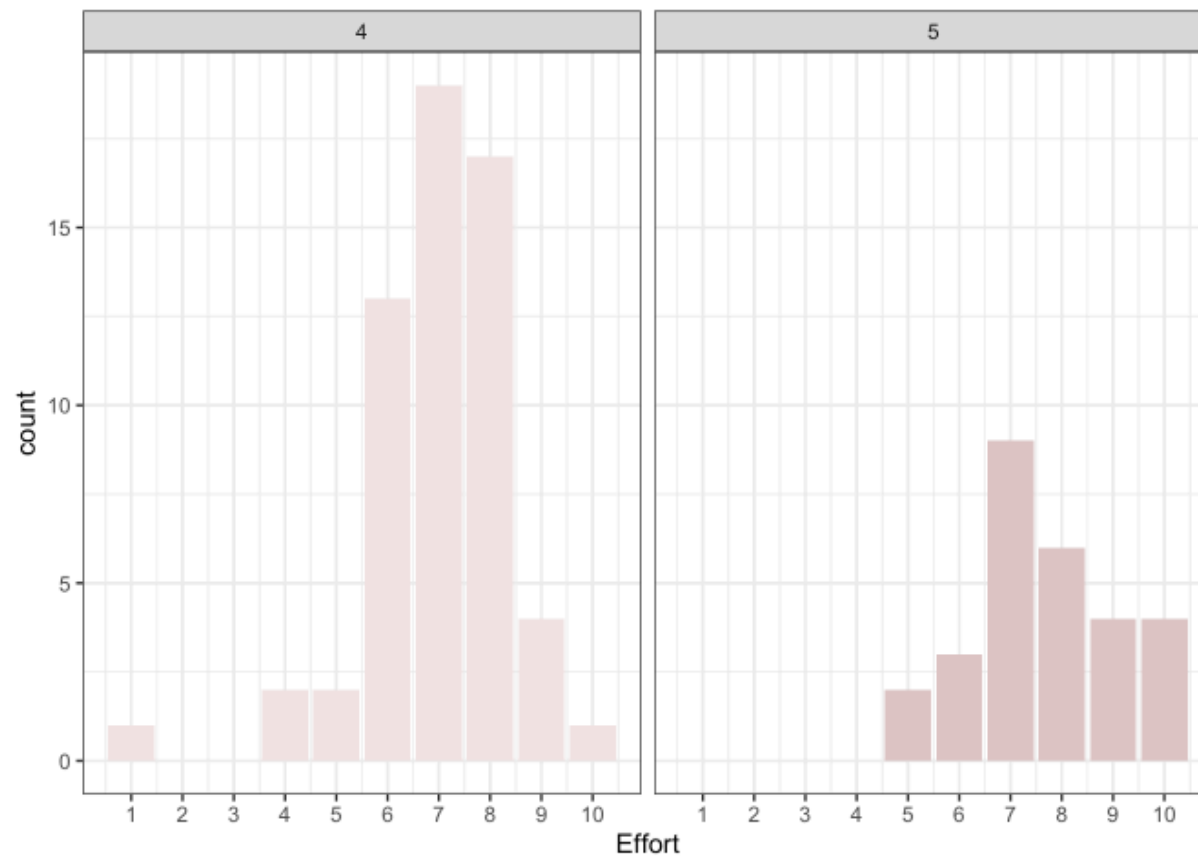
Feedback analysis #2

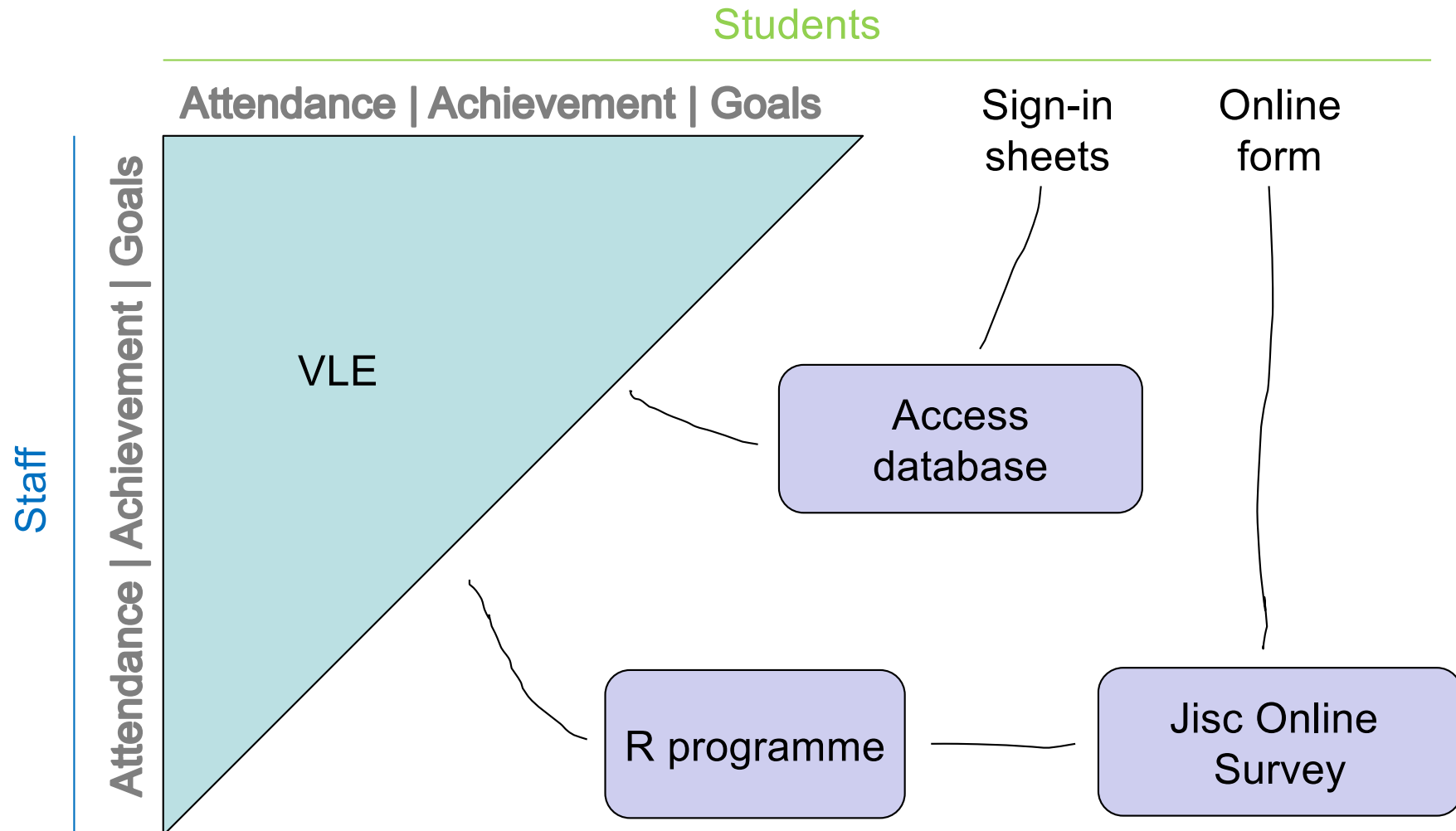| date	programme	level	name	targets
2020-02-24	GD	4		Target 1: Make side projects (not related to formative or summative assignments) per unit to help improve my skills as well as be able to use it in my portfolio by this semester Target 2: Research artists and game designers to help me establish an art style that I would like to pursue Target 3: Research more about my field and the opportunities available for me by summer so I can prepare what to do for my placement and shape my career.
2020-02-24	GD	4		Target 1: Create a plan to study at least five times a week for two to three hours. Target 2: I am to achieve at least 65% in my C# unit. Target 3: I am to achieve 80% in my Level Design unit.

Feedback analysis #3

By level

L5 students are putting in significantly higher effort than L4 students. All L5 students report an above average level of effort whereas there is a wider spread at level 4

L4 mean: 7 sd: 1.42
L5 mean: **7.7** sd: 1.44

System diagram

Students

Attendance | Achievement | Goals

Staff

Attendance | Achievement | Goals

VLE

Sign-in sheets

Online form

Access database

R programme

Jisc Online Survey

Conclusions

- More consistent staff approach

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- Potential to promote reflection and goal setting

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- No tools in our VLE could be repurposed

- We used bespoke and 3rd party tools

- The solution was not scalable

- Less engaged students were less engaged

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- Better information to staff and students

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- No tools in our VLE could be repurposed

- We used bespoke and 3rd party tools

- The solution was not scalable

- Less engaged students were less engaged

We need to demonstrate the benefits to engage more

Audience question 6/6:

a) Does academic advising need to be taken online?

b) If so, how can this be achieved in an effective way?

References

Chan, Z.C., Yan, C.H., Jason, C.H.C., Nga, C.S., Yan, N.K., Yiu, W.K. and Kan, Y.P., 2019. Academic advising in undergraduate education: A systematic review. Nurse education today.

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