Moving academic advising online: enabling student aspiration and reflection

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(Bournemouth University)

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• 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

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

**Programme Name:**

**Academic Advisor:** Name

**s@bournemouth.ac.uk**

### STUDENT ATTENDANCE DATA

<table>
<thead>
<tr>
<th>UniWeekNo:</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
<th>Cycle 3</th>
<th>Cycle 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SW1</td>
<td>SW2</td>
<td>SW3</td>
<td>SW4</td>
</tr>
<tr>
<td>LAB1</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>LECTURE1</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>LECTURE1</td>
<td>✔️</td>
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<td>✔️</td>
<td>✔️</td>
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<tr>
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<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>MINILECTURE</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>LECTURE1</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

**MaxVo Sessions:**

- **Total Attend:**
  - Lab1: 12
  - Lecture1: 12
  - Lecture2: 12
  - Minilecture: 12

**% Attendance:***

- Lab1: 83.33%
- Lecture1: 90.91%
- Lecture2: 91.67%
- Minilecture: 84.62%
- Lecture1: 50.00%

**Student Totals:** 72 58 80.56%

**Current Attendance Status:** GREEN

**Average Attendance:** 80.56%
# Example student feedback #2

**A Student**

<table>
<thead>
<tr>
<th>ID</th>
<th>1234567</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advisor: Name</td>
<td><a href="mailto:s@bournemouth.ac.uk">s@bournemouth.ac.uk</a></td>
</tr>
</tbody>
</table>

**LEVEL x Programme name**

**STUDENT ASSIGNMENT SUBMISSION DATA**

<table>
<thead>
<tr>
<th>StudentID</th>
<th>Number Task</th>
<th>SubDate</th>
<th>Sub Late 72</th>
<th>MC</th>
<th>Weighting</th>
<th>Mark(100)</th>
<th>UnitMark</th>
</tr>
</thead>
</table>
| Semester: 1

**Unit 1**

<table>
<thead>
<tr>
<th></th>
<th>In Class Test - Paper Bas</th>
<th>28/10/2019</th>
<th>✔️</th>
<th>☐</th>
<th>☐</th>
<th>30.00%</th>
<th>73.33</th>
<th>22.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Game and Report</td>
<td>13/12/2019</td>
<td>✔️</td>
<td>☐</td>
<td>☐</td>
<td>70.00%</td>
<td>69.50</td>
<td>48.65</td>
</tr>
</tbody>
</table>

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

**Unit 2**

<table>
<thead>
<tr>
<th></th>
<th>Online In-Class Test</th>
<th>11/11/2019</th>
<th>✔️</th>
<th>☐</th>
<th>☐</th>
<th>30.00%</th>
<th>70.00</th>
<th>21.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Video</td>
<td>13/01/2020</td>
<td>✔️</td>
<td>☐</td>
<td>☐</td>
<td>70.00%</td>
<td>66.20</td>
<td>46.34</td>
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</table>

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

**Unit 3**

<table>
<thead>
<tr>
<th></th>
<th>Online In Class Test</th>
<th>18/11/2019</th>
<th>✔️</th>
<th>☐</th>
<th>☐</th>
<th>30.00%</th>
<th>90.00</th>
<th>27.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Artefact</td>
<td>24/01/2020</td>
<td>✔️</td>
<td>☐</td>
<td>☐</td>
<td>70.00%</td>
<td>70.00</td>
<td>49.00</td>
</tr>
</tbody>
</table>

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

(data/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
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 Advisor
- Refer to PL
- Refer to DHoD
- Student Services
Engagement
Feedback analysis #1

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:

- aim
- achieve
- attendance
- time
- units
- 70
- assignments
- improve
- aiming
- start
- skills
- 60
- study
- assignment
- week
- game
- labs
- grades
- complete
- attend
- 90
- 100
<table>
<thead>
<tr>
<th>date</th>
<th>programme</th>
<th>level</th>
<th>name</th>
<th>targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-02-24</td>
<td>GD</td>
<td>4</td>
<td></td>
<td><strong>Target 1:</strong> 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. <strong>Target 2:</strong> Research artists and game designers to help me establish an art style that I would like to pursue. <strong>Target 3:</strong> 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.</td>
</tr>
<tr>
<td>2020-02-24</td>
<td>GD</td>
<td>4</td>
<td></td>
<td><strong>Target 1:</strong> Create a plan to study at least five times a week for two to three hours. <strong>Target 2:</strong> I am to achieve at least 65% in my C# unit. <strong>Target 3:</strong> I am to achieve 80% in my Level Design unit.</td>
</tr>
</tbody>
</table>
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

VLE

Access database

Sign-in sheets

Online form

R programme

Jisc Online Survey
Conclusions

• More consistent staff approach
• Better information to staff and students
• Potential to promote reflection and goal setting
• Engaged students engaged well
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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
Conclusions

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- Better information to staff and students
- Potential to promote reflection and goal setting
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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?
