Why Flipped Advising

• Year 2020 brought Flipped Advising to the forefront as advisors were trying to handle the massive amount of change in higher education with normal advising practice.
• Our students and I were brought into each other’s homes/spaces in a virtual way due to work from home policies, online orientations, and virtual appointments
• Flipped Advising is the way we flip the prescriptive script that can happen when we are in the busy seasons.
• Flipped Advising presents information for students to learn so we can focus on developing them and supplement their knowledge as are source versus being the human search engine

Outline

• Introduction to Flipped Advising
• Three questions for each institution
  • Why did you adopt the Flipped Advising Approach?
  • What successes did you have with it?
  • How did the Flipped Advising Approach help you address advising issue you confronted during the COVID crisis?
• University of Hawai‘i
• University of Alabama at Birmingham
• University of Florida
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) "


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- Flipping Advising: An Introduction: This video provides a brief history of ideas and theories that form the basis of Flipped Advising. It also shows several flipped advising activities that demonstrate the use of learning management systems and e-Portfolios. By: George Steele, Ph.D., retired from Ohio State University, currently a consultant.

- Orientation and Flipped Advising: This video shows how the flipped advising approach can be used for orientation to centralize critical information and procedures in an LMS. By: Diana Thompson, University of Hawai'i, academic advisor.

- Flipped Advising as a Student Portal: This video demonstrates how the reconfiguration of a student portal, using a flipped advising approach, can centralize critical information and procedures in an LMS. By: Rachel Mars, University of Alabama, Birmingham, academic advisor.

- Encouraging Student Reflection on Their Personal, Academic, and Career Goals through Flipped Advising: This video demonstrates how to use the tools found in an LMS to support students’ reflection on personal and academic issues before meeting with their advisor. By: Matt Williams and Joel Parker, University of Florida, academic advisors.

- Flipped Advising: Faculty Advising for Graduate Students: This video shows the integrated use of multiple technologies (LMS, social media, e-Portfolio, and Google Sites) to advise graduate students. By: Holly M. Lawson, Ph.D., Coordinator, Visually Impaired Learner (VIL) Licensure Program Portland State University, College of Education Special Education.

- WHAT IS ACADEMIC ADVISING?
FLIPPED ADVISING

"In a flipped advising approach, the student should come better prepared to the advising session. This goal is to diminish the need of the advisor to use the advising session as a means of primarily presenting information to students. Instead, the focus of the session shifts to helping students make meaning of their academic and career planning. Thus precious time is freed to help students with their planning and decision-making."


Backward by Design

Understanding by Design, or UbD, is an educational planning approach. UbD is an example of backward design, the practice of focusing on the outcomes in order to design assessment, write, perform, and classroom instruction.

LEARNING OUTCOMES (BLOOM TAXONOMY)

http://www.nwlink.com/~donclark/hrd/bloom.html
The Flipped Advising Curriculum and Modules

- Required
- Optional

Key to Activities

Modules on Policies, Procedures, and Resources

- Modules on Self-assessment, Educational, Career, and Financial Planning

Orientation → Successful SIS Grade for completion of modules at end of first term → Meeting with Advisor in Synchronous and Asynchronous Settings → SIS Grade for completion of modules at end of second term

G. Steele (2018) Student Success: Academic Advising, Student Learning Data, and Technology, Chapter 5, in New Directions in Higher Education

The Advising and Counseling Continuum: Triggers for Referral

Terry Kuhn; Virginia N. Gordon; Jane Webster


https://doi.org/10.12930/5971-9112-26.1.24
Panel Topics

• Please update us on your use of flipped advising efforts during a year in which you had to adapt to Covid-19.

• What changes did you want to make to your flipped advising approaches and how successful were you in achieving your goals?

• What word of advice do you have for those wanting to implement a flipped advising approach?

https://nacada.ksu.edu/Programs/Online-Education/eTutorials.aspx