

Flipped Academic Advising: An Action Research Study

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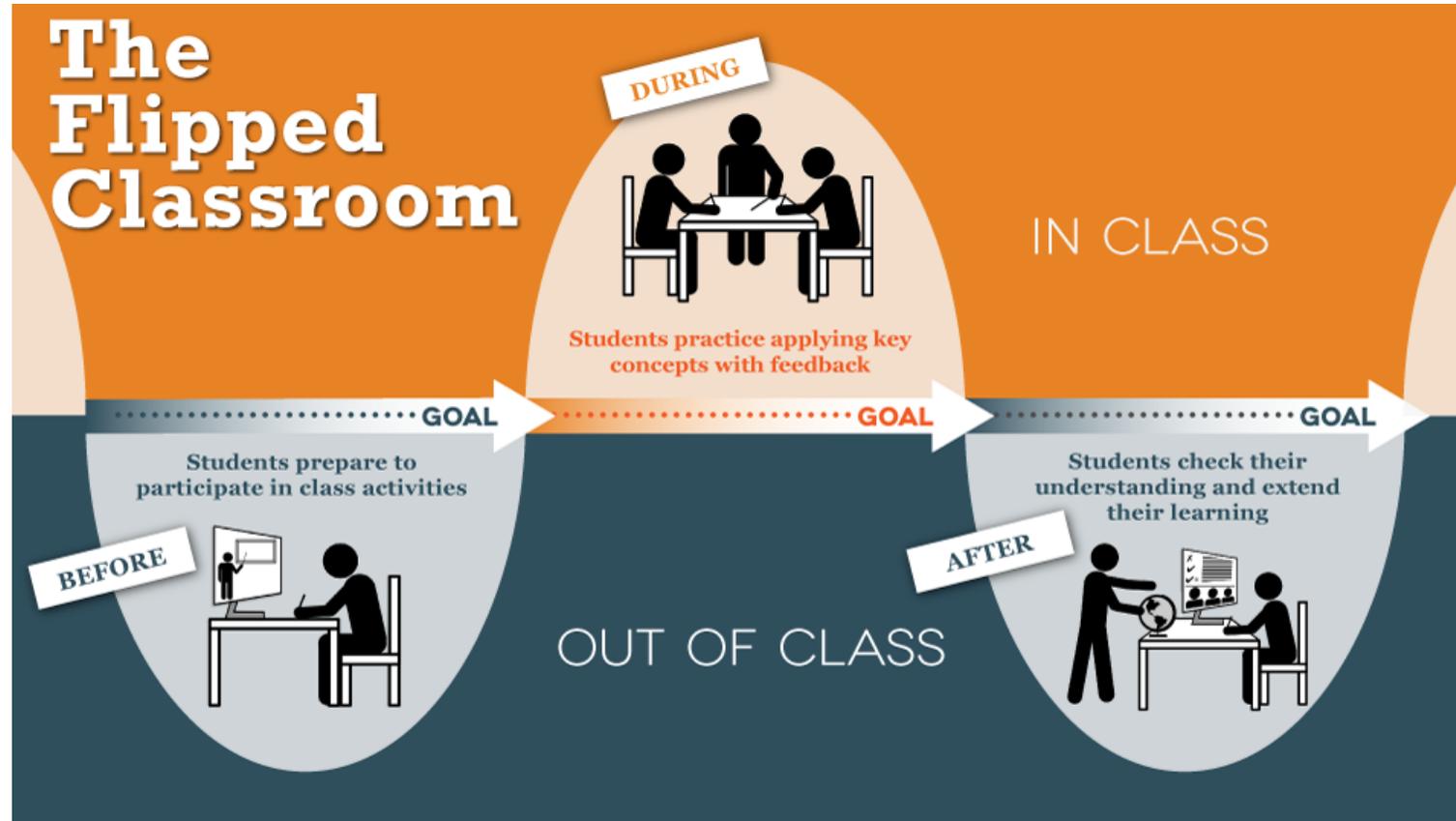
Session Outline

Review what is flipped advising

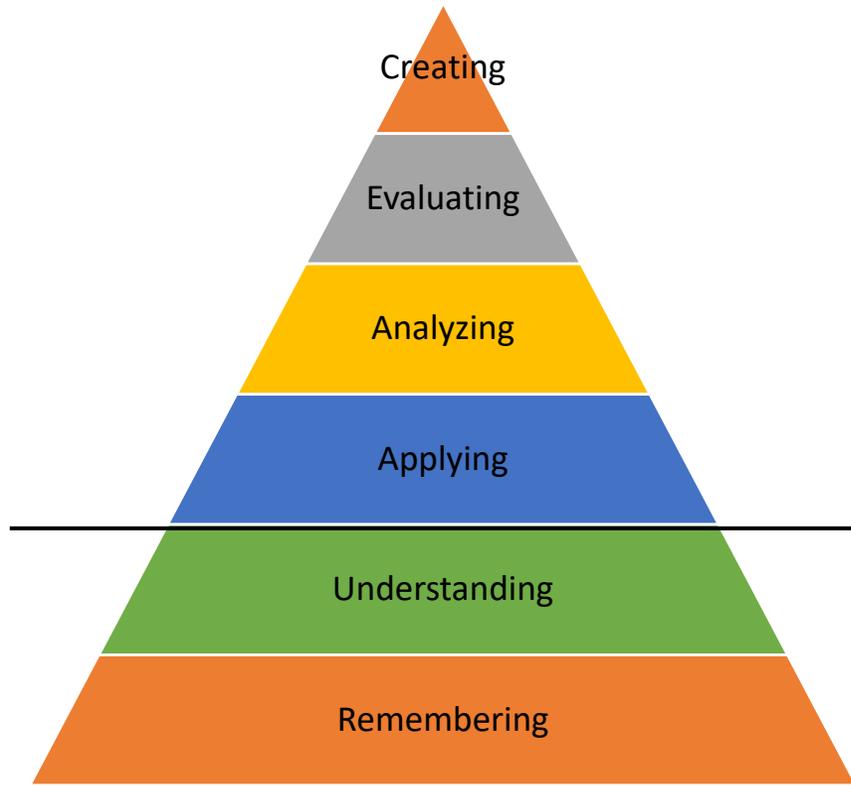
Review a flipped advising action research pilot study

Discuss how this could apply to you

What is Flipped Advising?



From “Flipped Classroom” By The University of Texas at Austin Faculty Innovation Center Retrieved from <https://facultyinnovate.utexas.edu/flipped-classroom>

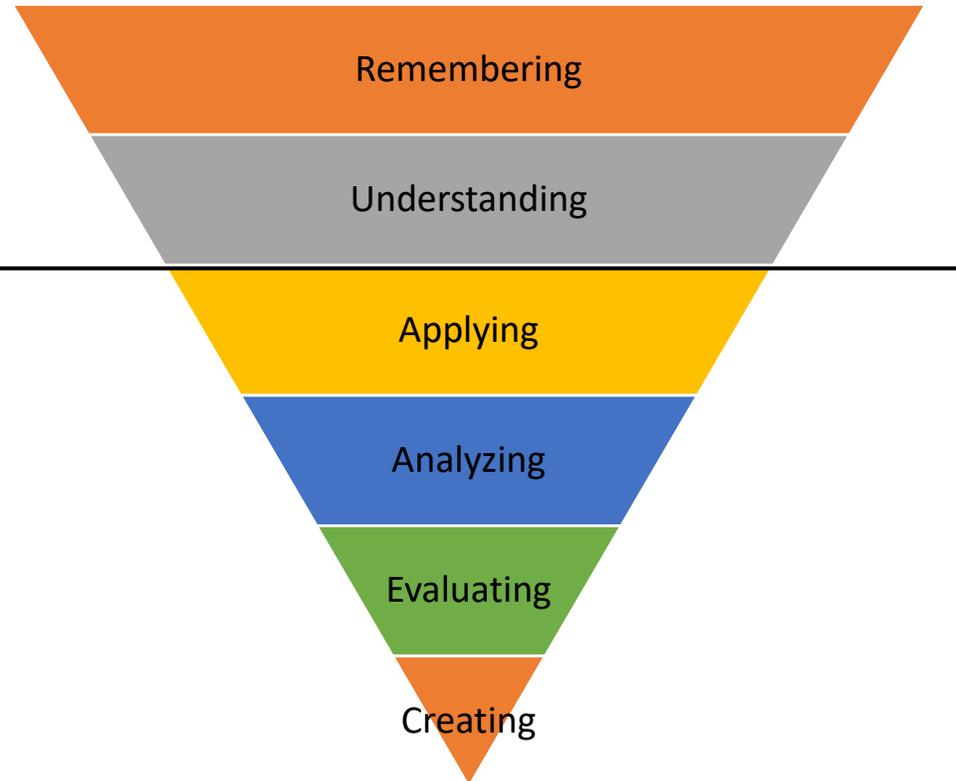


“Traditional Advising”

INSIDE THE ADVISING SESSION

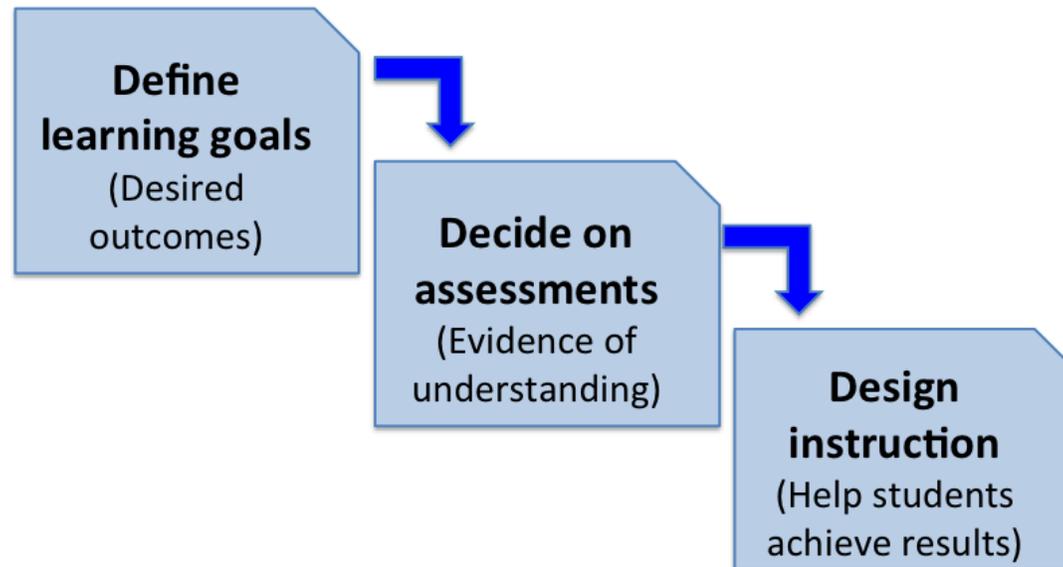
OUTSIDE THE ADVISING SESSION

“Flipped Advising”



Understanding by Design

Jay McTighe and Grant Wiggins 1998





THE “TYPICAL” ADVISING SESSION:

An Exploration of Consistency

RESEARCH REPORT

*NACADA Center for Research
at Kansas State University*

AUTHORS

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Figure 3.

PARTICIPANTS' RESPONSES TO ACADEMIC PLANNING TOPICS

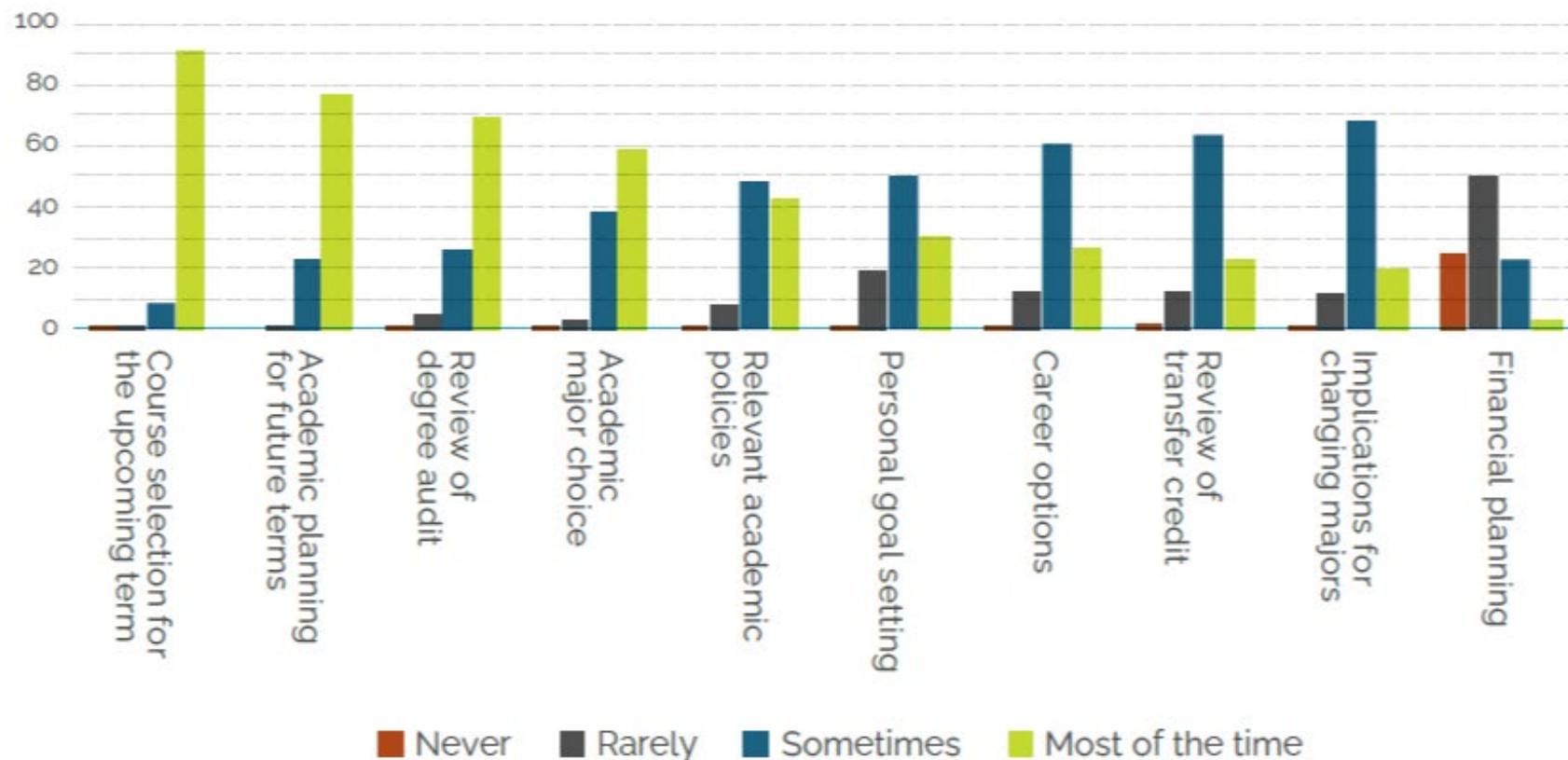


Figure 5.

PARTICIPANTS' RESPONSE TO LEARNING AND DEVELOPMENT TOPICS

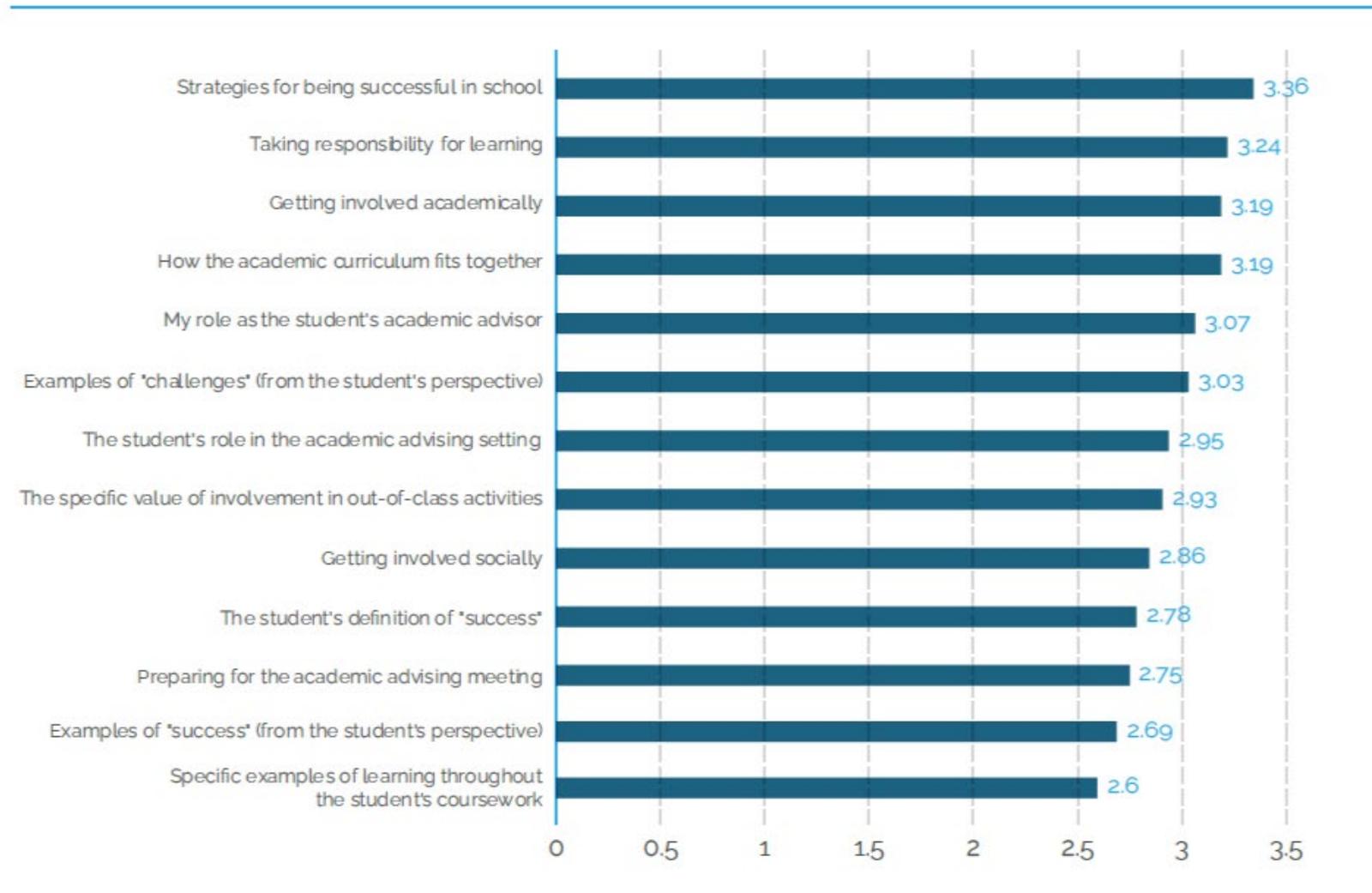
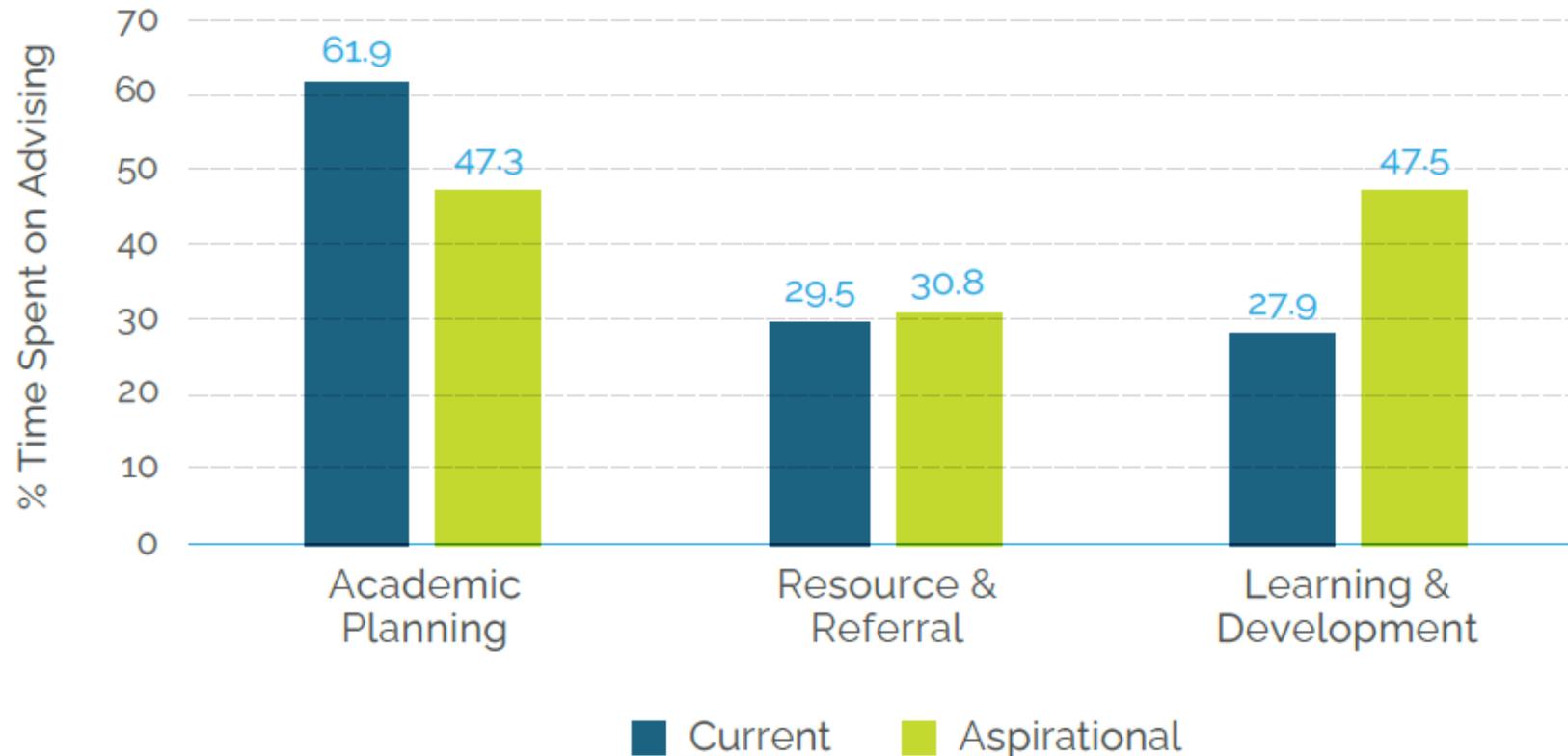


Figure 6.

CURRENT VS. ASPIRATIONAL TIME SPENT ON ACADEMIC PLANNING, RESOURCES & REFERRAL, AND LEARNING AND DEVELOPMENT TOPICS



The Flipped Advising Study

Purpose Statement

Explore

Explore whether the flipped classroom approach can be applied to academic advising to further student learning and development

Invert

Invert the dynamic of the advising session

Provide

Provide opportunities for deeper learning

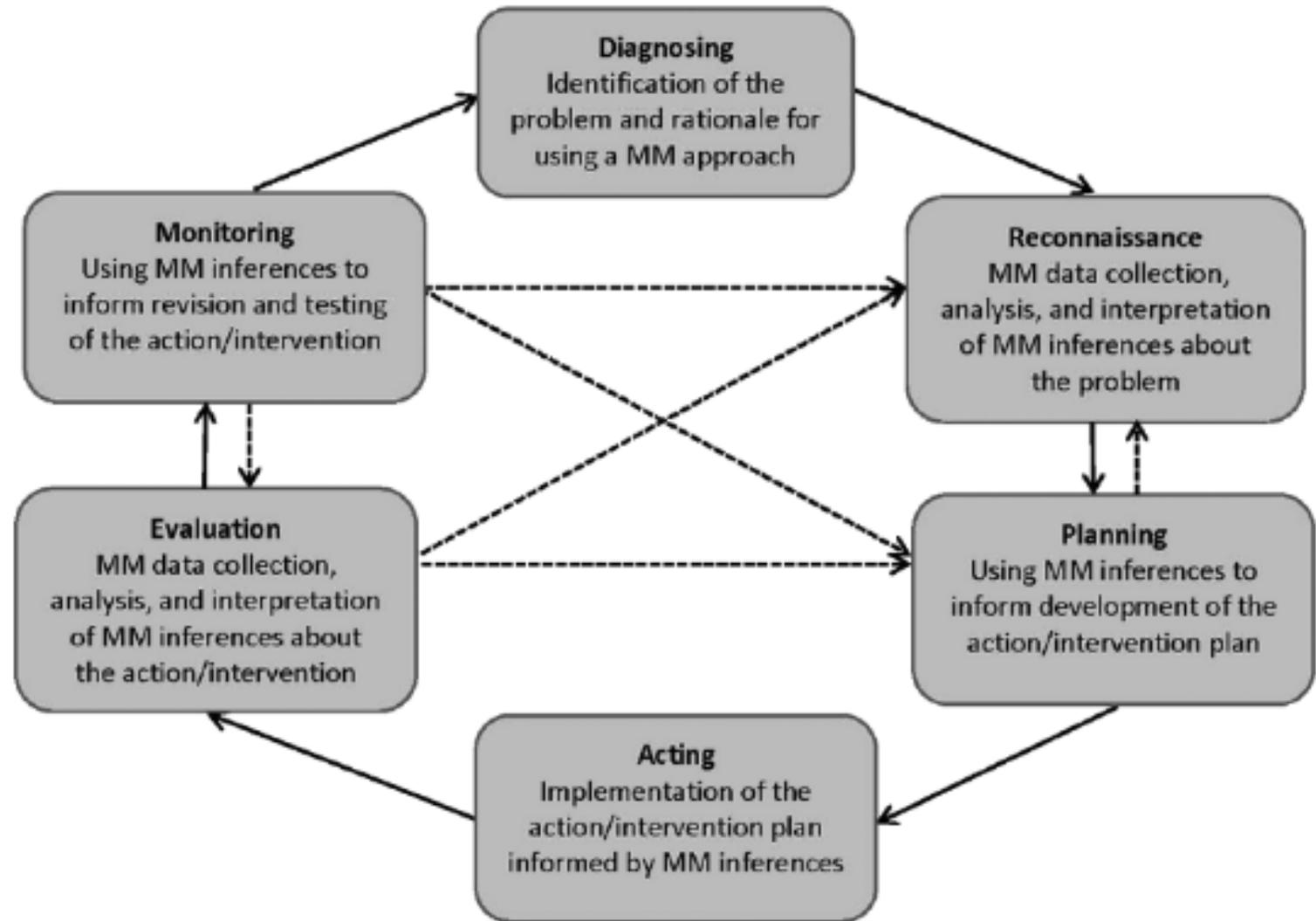
Research Questions

The research questions that guided this study were

1. How do students and advisors experience a flipped academic advising approach and what are the student outcomes?
2. How do students self-report satisfaction with learning information presented in a flipped academic advising approach?
3. Do advisors perceive a flipped academic advising approach changed the engagement level between themselves and the advisees in learning the information presented during the academic advising session?

Research Design:

Mixed Methods Action Research: Concurrent Quant. + Qual



Mixed methods action research framework. Adapted from “Applying Mixed Methods in Action Research: Methodological potentials and advantages Ivankova, N., and Wingo, N, 2018. *American Behavioral Scientist*

Rational for Research Design

- It allows an opportunity to develop a plan based upon the needs of the stakeholders
- Offers a rigorous evaluation of the action
- Allows for stakeholder engagement within every phase within the action-research cycle
- Creates a sense of ownership and empowerment among stakeholders
- Promotes sustainability of the change (Wingo, 2018, p. 986)
- Participatory action research is utilized for the development and implementation of a phenomenon

Study Location and Sampling

- Study location: Midsize public 4-year university in the Midwest
- Participants: Social Work Department faculty advisors and students
 - Purposeful Sample:
 - Faculty advisors from the social work department to participate and assist in the development the study
 - Undergraduate students who:
 - have earned 24 or more credits,
 - were declared social work majors, and
 - were advised by the participating faculty advisors in the spring 2020 semester

Participants

Faculty Advisors

3 Faculty Advisors

- All Female
- All White
- 2 tenured, one on tenure track

Students

7 Students Completed the Advising Survey

- 6 Female, 1 Male
- 5 White, 2 Unknown
- 5 transfer students
- 3 non-traditional
- 2 at sophomore, 3 junior, 2 senior standing
- 3.039 GPA

3 Additional Students Were Interviewed

- All female
- All White
- All were transfer students
- Two non-traditional students
- All at senior standing
- 3.75 GPA

Instruments

- Based upon questions used within flipped classroom studies
 - Advisor debrief
 - Student interviews
- Utilized the department advising survey which was distributed electronically by the faculty advisors

Data Collection Procedures

Quantitative

- Social Work Department Advising Survey
- Usage data from the LMS
- Demographic data was pulled from the Registrar's Office
- Secondary data from the LMS and advising survey

Qualitative

- Student interviews
- Debrief with the advisors
- Research journal

Results



Faculty advisors compared the development to that of an asynchronous course.



Sections to assist with course selection and planning represented 3 of the top 10 sections in the LMS for participants



Course announcements represented the three of the top sections for non-flipped advising participants in the LMS



Students were satisfied with the flipped advising approach

Results: Qualitative Themes



PREPARATION



ADVISOR'S STYLE IN THE
ADVISING MEETING



CENTRAL LOCATION TO
REFERENCE

Results: Research Question 1

How do students and advisors experience a flipped academic advising approach and what are student outcomes?

- Participating students stated that it was a smooth transition into this advising approach
- Advisor expectations changed
 - expected students to be more prepared
 - Moved away from transactional to more relational items

Results: Research Question 2

How do students self-report satisfaction with learning information presented in a flipped academic advising approach?

- All three student interviewees stated that they preferred the flipped advising model in comparison to their previous experience
- Survey question that measured satisfaction:
 - All students were highly satisfied with their advising experience

Results: Research Question 3

Do advisors perceive a flipped academic advising approach changed the engagement level between themselves and the advisees in learning the information presented during the academic advising session?

- Changed the way advisors approached the session
 - Expected and found students to be more prepared
 - Moved from transactional components to more relational items

Conclusions and Implications

Conclusions

- Supported my premise that the flipped classroom approach can be applied to academic advising and that it changes the dynamic of the advising meeting
- This approach also encouraged students to be active participants in their advising and advisors to use a constructivist pedagogical framework in advising sessions.

Implications

- This study validates the idea that the flipped classroom approach can be applied to academic advising and thus, justifies the creation of a new advising approach — flipped advising.
- Flipped advising has the protentional to better support adult and non-traditional students

Recommendations

Practitioners

- Recommend the use of a LMS course as an engaged learning tool.
- Understand the goals and learning outcomes of the advising process
- Advisor buy-in is necessary

Researchers

- This action research study should continue
- The flipped advising approach needs to be more broadly explored
- Examine the interaction between flipped advising and non-traditional students

Remember: This is a Pilot Study!

Limitations

- One semester of advising interactions = one cycle of action research
- One department with a faculty advising model
- Purposeful sampling
- Small sample size

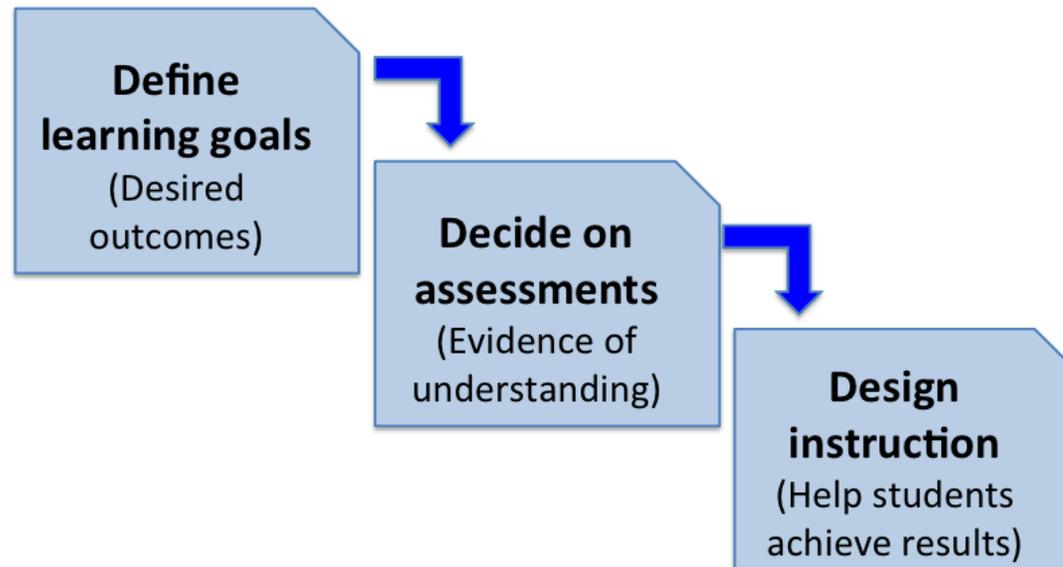
Delimitations

- Advisor background and training



Understanding by Design

Jay McTighe and Grant Wiggins 1998



**What are the learning goals/outcomes
within your advising model**

**Where are students learning this
information?**

How do you know whether students are learning the desired information?

What are the common questions you always get after an advising session?

Do you have access to your learning management system to create a “class?”

**What questions /
concerns / comments
do you have?**

**Contact me:
villavicjp23@uww.edu**

