Flipping Online Student Services
Adventist Online Learning Conference, October 11, 2017
Glynis Bradfield, PhD, Andrews University Distance Student Services Director
SCHOOL OF
DISTANCE EDUCATION & INTERNATIONAL PARTNERSHIPS

Students
- Registration
- Orientation & Student Success
- Grades & Graduation
- Credit for Prior Learning
- Getting Started
- Exam Support
- Financial Services
- Student Services Staff
- Student Stories
- Technical Support
- Updating Contact Information
- Video Tutorials

Distance and Non-Traditional Student Services

Getting Started
Registration
Prior Learning Credit
Flipped learning

- **Flipped classroom**
  - Direct instruction outside class,
  - Active learning in class

- **Flipped online student services**
  - Technology-delivered key learning with individualized scheduling
  - Frees staff for individualized relationships – focus on life-shaping advising & coaching
5 in 4 Corners

My experience with flipped learning…
1. Tell me more
2. Classroom
3. Orientation
4. Advising
Why flip?

- Better meet needs of non-traditional students
  - Flexibility – time, place
  - Individualization – recognizing prior learning
  - Respect diversity

- Better utilize staff time
  - Enable appreciative advising – meetings focus on individual planning, relational/coaching sessions
  - Increase 24/7 access to key orientation, advising, academic success & wholistic support info
  - Create community commons for peer mentoring

- Proactive advising model
  - Require course completion in first semester, no-fee, no credit
  - Aided by technology, data analytics
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<td>8 Writing and Study Skills</td>
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<td>Draft your story</td>
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<td>9 Grades, Graduation &amp; Vocational Preparation</td>
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Student Learning Objectives

1. Appreciate the mission and core values of Andrews University.
2. Improve self-awareness and decision-making skills through preparing to study online.
3. Understand the components of academic planning and advising.
4. Learn how to best pay for Andrews studies at a distance.
5. Develop skills to navigate all aspects of registration and changes to enrollment.
6. Learn how to act on policy and procedure information, and locate university resources to best learn and meet personal career goals.
7. Improve personal management skills that strengthen study skills and application of learning.
8. Explore ways to integrate faith, learning, and living, in a wholistic way.
9. Apply at least one academic success strategy or tool to strengthen study skills.
10. Write an essay that clearly communicates relevant ideas, using one academic referencing style.
11. Understand graduation and exit procedures.
12. Appreciate vocational calling, hone job application skills; build interview skills.
13. Engage with the online learning community through course discussion forums to share and learn.
Welcome to Andrews University Online

AU Online Learning Community

We're so glad you joined us! This course orientes you to Andrews University undergraduate policies and procedures for online students, and helps you build personal management and study skills critical to achieving your study goals. Completion opens registration to your second semester of study. Return regularly to reference resources, read important announcements and participate in the online community forums below.

News & Announcements
Please read information posted here each time you enter LearningHub.

Prayer Chapel
Welcome to this always-open spiritual nurture space! As a Christian university, we explore and connect faith, learning, and living. Come here to restore your soul.
MODULE 1: Introducing Andrews Online

1.1 Course Introduction

EXPLORE:
- 1.2 President's Welcome to Andrews Online
- 1.3 Envision your part in the Andrews Story
- 1.4 Learning Hub - orientation to course tools
- 1.5 Study the Course Syllabus

ENGAGE:
- 1.6 Decode Andrews terms. Add to the Glossary
- 1.7 Join the community! Introduce yourself
MODULE 2: Preparing to Study Online

EXPLORE:

- 2.2 Online Student Resource Guide
- 2.3 Is Online Study for Me?
- 2.4 What technology do I need to study online?
- 2.5 How to succeed in online education - video tutorial

ENGAGE:

- 2.6 Complete the Smarter Measure Self-Assessment
- 2.7 Write your online study action plan
MODULE 3: Planning Academically

EXPLORE:
- 3.2 What to expect of your 3 advisors - video tutorial
- 3.3 Degree Path Check Points - video and checklist
- 3.4 Planning a realistic study load - video tutorial
- 3.5 Undergrad prior learning questions to ask
- 3.6 How prior learning credit works at Andrews University

ENGAGE:
- 3.7 Upload your resume
- 3.8 Make your first academic advising appointment
- 3.9 Module 3 Quiz
MODULE 7:
Personal Management

EXPLORE:
- 7.2 Time Management - video tutorial
- 7.3 Overcoming Anxiety Concerns - video tutorial
- 7.4 Managing your digital footprint

ENGAGE:
- 7.5 Assess your time management and study skills
- 7.6 Living wholly: Balancing head, heart and hand learning
Módulo 9- Grados, Graduación y Preparación Vocacional

EXPLORAR:

9.2 Volviendo a estudiar después de salir
9.3 Descubre tu vocación: ¿estás viviendo tu vocación?
9.4 Auditoría de graduación y lista de verificación
9.5 Solicitud de transcripción

PARTICIPAR:

9.6 Escribe un capítulo en nuestro portal de Andrews
9.7 Mensaje Final del Decano
Evaluación del curso
Certificado de finalización

8 Habilidades de estudio
### Quantitative Items

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<tr>
<th>Quantitative Items</th>
<th>2 5-pt Scales (Mode, N=11)</th>
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<tr>
<td>1. Learning objectives clearly stated</td>
<td>Strongly Agree (5)</td>
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<td>2. Evaluations fairly measured learning</td>
<td>Strongly Agree (5)</td>
</tr>
<tr>
<td>3. Assessed readiness to study online</td>
<td>Strongly Agree (5)</td>
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<td>4. Course space was easy to navigate</td>
<td>Agree (4)</td>
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<td>5. Welcome inspires community</td>
<td>Agree (4)</td>
</tr>
<tr>
<td>6. Instructors stimulated interest in topics</td>
<td>Agree (4)</td>
</tr>
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<td>7. Instructors motivated engagement</td>
<td>Agree (4)</td>
</tr>
<tr>
<td>8. Instructors made content clear</td>
<td>Agree (4)</td>
</tr>
<tr>
<td>9. Timely, helpful feedback provided</td>
<td>Agree (4)</td>
</tr>
<tr>
<td>10. Overall rating</td>
<td>Very good (4)</td>
</tr>
<tr>
<td>11. Overall tech support</td>
<td>Good (3)</td>
</tr>
<tr>
<td>12. Overall staff support</td>
<td>Very good (4)</td>
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**Quantitative Data**

- 2 seniors, 1 freshman
- 5 male, 6 female
- 4 2nd degree, 6 transfers
- 2 outside USA, 2 new in USA
- 18 – 50 years
Qualitative Data

3 Open-ended Items
1-107 word responses

- “Very informative”… “will help students find answers without having to email for basic stuff.”
- “Teachers have done a pretty good job of explaining how to find info such as how to conduct database research in the Andrews virtual library.”
- “Overall, the course contained comprehensive knowledge and skills to help students be successful online.” “All should take course before first semester.”
Qualitative Data

- Average time 1-2 hours per module
- 1 recommended an app, another interactive games
- 2 seniors felt course unnecessary
- 3 felt too long for non-traditional students
- 1 proposed to exclude financial aid items in quiz
- 2 reported technical improvements
“I’ve taken online courses before with other universities and Andrews by far has the best support system for distance learning students. I feel like I’m a part of the Andrews family even though I’m miles away.”
Reflections

- Be where students are – teach tech, don’t expect competence
- Action & educational design research: continuous improvement approach
- Balance relevance for non-traditional and globally diverse learners with course development costs
- Reflective team meetings guide what and when to flip
- One community vs cohort-specific
Reflect & write. Group share.

What could (do) you flip to better support wholistic student services for your online learners?
Where do you see your institution now?

- Online student services: centralized – decentralized
- Orientation: required – not required
- Advising: faculty – professional
- Spiritual life: online faculty led – campus ministry led
- Social community: online faculty led – campus student life led

Activity
As time allows – continuum fold