

Why Connected Advising Matters

#WNYAdvising Technology Conference

Niagara University, NY

Thursday, May 19, 2016

Digital Handout: <http://bit.ly/WNYadvisingtech16>

[Keynote Presentation via SlideShare](#)



[#WNYadvising Tweets from the Conference](#)

The #WNYAdvising Challenge

1. Take a picture of your office.
2. Link to a motivating song or video.
3. Describe what you're looking forward to.
4. Talk about something funny.
5. Try out a "Throwback Thursday." #TBT
6. Share something inspiring.
7. Post an image.
8. Give a shout out.
9. Say thank you!
10. Share your story.



More about the [30 day social media challenge](#) via [@Melissa_Venable](#)

Overview of Keynote

Digital interactions and user-driven communities are thriving in our colleges and universities before, during, and after our learners arrive to campus. Today's higher education learners operate in a world that is informal, networked, and filled with technology as knowledge is abundantly shared (Anderson, Boyles, & Rainie, 2012) – This fact impacts how students learn and interact with course materials, learning materials, and delivery of all education programs. The uncertainties about these emerging technologies, specifically the standards, expectations, and implementation often challenge the way we work on campus; however we should consider less about the tool and more about it's purpose – to build community and connect our learners.

Although these evolutions impact the formal learning environments, many academic support services and advising units now share the responsibility for both the nature of the advising relationship and the quality of the experience. Developmental advising employs environmental and interpersonal interactions, behavioral awareness, and problem solving, decision-making, and evaluation skills (Hurt 2007). With the emergence of collaborative and user-driven technologies, institutional stakeholders – students, staff, and faculty – can connect online and take advantage of multidimensional opportunities to engage.

Social, open, and interactive technologies provide the opportunity to facilitate interactivity and encourage connectivity; however these tools come to campus without much strategic planning foresight (Joosten, Pasquini, & Harness, 2013), and external to the official institution technology landscape. It is imperative to consider sustainable and resilient advising practices, which will thrive during and beyond these challenging times. This lecture will share ideas and suggestions about how to connect your institutional stakeholders and build a thriving campus community locally and online. It will bring about suggestions and movements towards social technologies, open educational resources, and collaborative considerations that are on the new frontier for face-to-face, blended and online learning in higher education. These changes will significantly impact and challenge the future of higher education with regards to learning, academic success and retention initiatives.

Learning Outcomes

At the end of this lecture, you should be able to:

1. Understand key trends in higher education that are impacting advising.
2. Outline changing trends and innovation, with regards to academic advising and student support.
3. Develop a model for the future of advising for inclusion of technology.
4. Consider resources and next steps for how technology will impact your advising practices and student support.

Definitions

Personal Learning Environment (PLE): A system that help learners take control of and manage their own learning by helping learners set their own goals, manage their learning, and communicate with others throughout the process of learning.

Personal Learning Network (PLN): The network created when learners interact and connect with others in a connected personal learning environment (PLE) to guide learning, acquire knowledge, share information, answer questions and contribute to your professional development.

Social Media/Social Web: The interactive, social spaces where individuals gather on the Internet. These spaces contain user-generated, content shared among a community of individuals and connected online networks.

EXPLORE PERSONAL LEARNING NETWORKS (PLNs)

- PLN Functions - YouTube <http://bit.ly/qVsD4I>
- PLN: Your Personal Learning Network Made Easy <http://bit.ly/ptsEaL>
- Personal Learning Networks - David Warlick <http://bit.ly/ruFL0k>
- What is a PLN? Or, PLE vs. PLN - Dr. Alec Couros <http://educationaltechnology.ca/couros/1156>
- Social Networking | Common Craft <http://bit.ly/nTOwmq>
- PLN How to Build One! <http://www.youtube.com/watch?v=aZEEf3uSo14>
- Being Purposeful with Social Media « TechKNOW Tools <http://bit.ly/n2dOxB>
- What Is Social Learning? <http://bit.ly/qqD3Hf>
- Technology in the Classroom: Assets and Liabilities | Faculty Focus <http://buff.ly/L2CJrx>
- The Future of Undergraduate Teaching - The Chronicle of Higher Education <http://buff.ly/KHXu9x>

Articles, Videos, & Further Resources from Presentation

- College students and technology | Pew Research Center's Internet & American Life Project <http://bit.ly/ptxsxh>
- Communities of Practice - Etienne Wenger (2006) <http://www.ewenger.com/theory/>
 - Communities of Practice <http://www.youtube.com/watch?v=OJmJN01yeJQ>
- Laura's UGST 1000 First Year Seminar Class: About UGST 1000-817: Career and Exploration course (#ugstSTORY) <https://ugststory.wordpress.com/about/>
- 2015 ECAR National Study of Undergraduate and Informational Technology: Students and Technology Infographic | EDUCAUSE <http://www.educause.edu/library/resources/2015-student-and-faculty-technology-research-studies>
- The Horizon Report <http://horizon.wiki.nmc.org/>
- The Wired Campus Blog - The Chronicle <http://chronicle.com/wiredcampus/>
- EDUCAUSE <http://www.educause.edu/>
- Needs Assessment for Technology Implementation - <http://bit.ly/JZ5Knu>
- NSSE Survey Instruments <http://bit.ly/PkR4MO> & » New NSSE Survey and Technology Questions on MistakenGoal.com <http://bit.ly/PkRrae>
- Rachel on Facebook_1.wmv - YouTube <http://bit.ly/GZNxrp>
- ► Facebook in Online Pre-professional Courses - YouTube <http://bit.ly/GZNziT>
- [Facebook for Learning Communities: Groups vs. Pages](#) | TechKNOW Tools
- Classroom Assessment Techniques (CATs) <http://bit.ly/H1MVk5>
- Engaging Students in the classrooms with Clickers <http://t.co/F5jfJCFyW8> from UWM
- Think-Pair-Share <http://bit.ly/H1MFBx>

- Why The Brain Benefits From Reflection In Learning <http://bit.ly/GZQJmC>
 - The Twitter Experiment - Twitter in the Classroom - YouTube <http://bit.ly/GZQsAI>
 - **NACADA Resources**
 - [NACADA Technology in Advising Commission](#) (#advtech)
 - [NACADA Clearinghouse](#) & [Academic Advising Today](#) - resources, links, pages, research and more on a variety of academic advising topics, issues, & practices.
 - [Assessment and evaluation resources, NACADA Clearinghouse](#)
 - [NACADA Journal](#) - Research and literature; [Related Research](#) from NACADA
 - [NACADA Academic Advising Consultant and Speaker Service](#) - [Expertise Areas](#)
 - Highlights from 2013 #advtech survey -- blog post from WCET (5/19/16):
[Supporting Students with Technology: Academic Advising in Higher Education](#)
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#WNYAdvising Lunch & Learn Session

Agenda

- Lunch
- Speed Geeking
- Pick-A-Path: Choose Your Own Tech Venture
 - Walkabout
 - Unconference

Part 1.

Speed Geeking

Like Speed Dating, but Swapping Experiences with Advising Technology. Introduce yourself and then verbally share the response to the questions asked

Part 2.

Walk-About Activity

Answer the different questions, prompts, statements, etc. on large post-it notes/chart paper in groups of 2 or 3. Read, reflect, and respond (write) and then rotate to the right.

#AdvTech Prompt or Question	#WNY Lunch n' Learn Responses
What TOPICS or ISSUES do you want to discuss about technology in advising (#advtech)?	-analytics/big data -> how does this info support academic advising and higher ed practice -privacy/security -use of data -hashtag proficiency and effectiveness -use of YouTube videos and other online resources for advising
I learn about #AdvTech from ...	-at a conference/this conference -John Sauter -Samantha Calabrese
What is your "emoji" (emotional reaction) now? Draw or describe	-happy -thought bubble/thinking -happy crying -smiling & heart eyes -wow -thumbs up
My "go to" technology space, place, or resource	-Reddit (r/socialmedia and r/studentaffairs)

online is...	<ul style="list-style-type: none"> -Google -Google Profile (Google Plus) -LinkedIn -Twitter -Imgur -What would happy if you Googled Google? {mind blown}
ONE (1) think you plan to do AFTER #WNYAdvising Technology Conference is over is...	<ul style="list-style-type: none"> -to leave my "silo" and see what others are doing! -utilize LinkedIn for myself and my students -#TweetDeck -Update my LinkedIn profile to demo/model for my students -Accept and complete the #WNYadvising Challenge
Advising "tools" I want to know more about are...	<ul style="list-style-type: none"> -Twitter -Facebook -Webex -Snapchat -LinkedIn -Google Calendar -Hootsuite -Tweetdeck -Text messages sent through email
Who do you go for "tech support" or questions about #AdvTech on your campus? (i.e. projects, training, etc. to develop tech and advising resources)	<ul style="list-style-type: none"> -Help Desk -Graduate Assistant -Past trainings or professional development -Management -Colleagues in office -John Sauter -Younger colleagues or students/work study students -co-worker -Steve from IT
My privacy OR access concerns about technology and advising are...	<ul style="list-style-type: none"> -separating personal and professional identities for myself -access to technology may be generational -access by students with disabilities -identity theft
Questions about technology + advising:	<ul style="list-style-type: none"> - Confidentiality - what information can you share/post with FERPA/FIPPA? -What technology do advisors use? Can they share success + failures -How do you use content/data to prove ROI (return on investment)? -Skype + advising practices -Liability and social media use -interpretations and communications with technology for advising

My concerns/issues with technology + advising are:	-finding the balance between personal and professional life on social media -FERPA (privacy) + legal -How many platforms are too many? -TIME + resources
Questions OR things I want to talk about from @LauraPasquini's talk are...	-effective uses of social media in advising -alternative apps or LMS's conducive to advising -professional development opportunities in #WNYadvising -How does she assess her results or findings when using social media to advise? -How do we keep from getting overwhelmed with all the information, connections, and new technologies? Each social media platform gives unlimited access to information, new ideas, etc. -How do you manage your "social media" time?

Part 3.

○ **Option B: Unconference Session:** Based on the Speed Geeking and Walkabout Discussions what topics would you like to discuss? We will vote for the top THREE (3) topics and archive notes in this Google doc below.

UNConference Session

1. Identity development for advisors -- Social media identity development of SELF? How do advisors/professionals develop their identity? (14)
 2. Social media and self-esteem student; ID development (4)
 3. ROI Social media -- analytics; ROI; use of this information; likes, shares, etc. relevance (7)
 4. advisigital e.g. Use of YouTube -- videos for advising; good resources for advising -- what are these resources? (13)
 5. Hashtag proficiency and effectiveness; learning backchannels or communities (3)
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SOCIAL MEDIA IDENTITY DEVELOPMENT FOR ADVISING

Sidney Eve Matrix - [Your online presence by design](#)

“If we don’t take control of our digital identity, then someone else could interpret it their own way”

Resources to consider as an educational professional:

LinkedIn:

- Conveying credentials, professional values and professional goals.
- Conveys a polished and professional image.

About.me

- A splash page designed to give individuals an idea of where you are coming from professionally, and your professional goals.

Twitter

- A way to convey meaningful information to students

Concerns:

- **False advertising:** how to ensure that we adequately portray ourselves.
 - Integrity with regards to how we present ourselves online and how we come across in person
 - How to prevent that? How to validate our own REAL achievements?
 -
- **Where to draw the line?** Where do our obligations as overly connected professionals end? I.e, students in crisis trying to contact you via facebook on weekends or evenings, or adding students to facebook in general.
 - What sorts of confidence or privacy issues are brought up if we do or do not add students?
 - Personal v. private - where does one end and one begin?

ADVISING RESOURCES ONLINE

College Info Geek

Thomas Frank youtube videos on academic skills TED Talks

Koofers.com-uploaded exams from professors

listerves -education dive-higher ed, etc.

Distance advising through skype or google hangouts, etc (liability and confidentiality)

Rate my professor-educate students on how to use it

Campus resources-e.g. Career resources, counseling services etc.

Group 2:

Notification methods from campus to send messages -- to communicate with students, remind about an appointment, or follow up from an advising appointment

Blackboard Learn -- notification for email, text, etc.

Beacon messaging

Salesforce for advising (HE) <http://www.salesforce.com/industries/higher-ed/overview/>

EAB - Student Success Collaborative <https://www.eab.com/>

Lynda.com - subscription servies <https://www.lynda.com/>

Learning tutorials on topics like time management, career development, etc.

Purchased by LinkedIn <https://www.linkedin.com/>

Linkedin Group -- advising and career

SlideShare -- share your PPT, learning, resources from orientation <http://www.slideshare.net/>

TO READ: Why Millennials Don't Like LinkedIn

http://www.huffingtonpost.com/alexis-shaak/why-millennials-dont-like-linkedin_b_9864920.html

Evisors -- UB Mentoring program

<https://buffalo.evisors.com/>

SOCIAL MEDIA ANALYTICS & ROI

NOTES!

Department pages - Weekly emails & updates on Analytics

Analytics - what do you organically get hits on - Pictures & videos (What are the important events)

Paid shares vs organic shares.

Twitter \$25 sales help for 140 tweet that gets the most bang for the buck. (recirculate)

Blogs are better than PR

Using current pop culture references (ALS bucket, running man, etc...) while relevant. Use hashtags, so they see your content. Qwebble in europe to see what is relevant now.

What is your audience, don't burden diverse students with oversaturated representation

Wh