

Remote Advising & Online Learning

Ben Castleman, Director of Nudge⁴


Katherine Flaschen, Behavioral Scientist at Nudge⁴



Agenda

- An overview of Nudge⁴ and behavioral science
- Best practices for remote advising
 - Featuring Deanne Browning (PVCC) & Patti Saffioti (CVCC)
- Evidence-based nudges to support student success in online learning

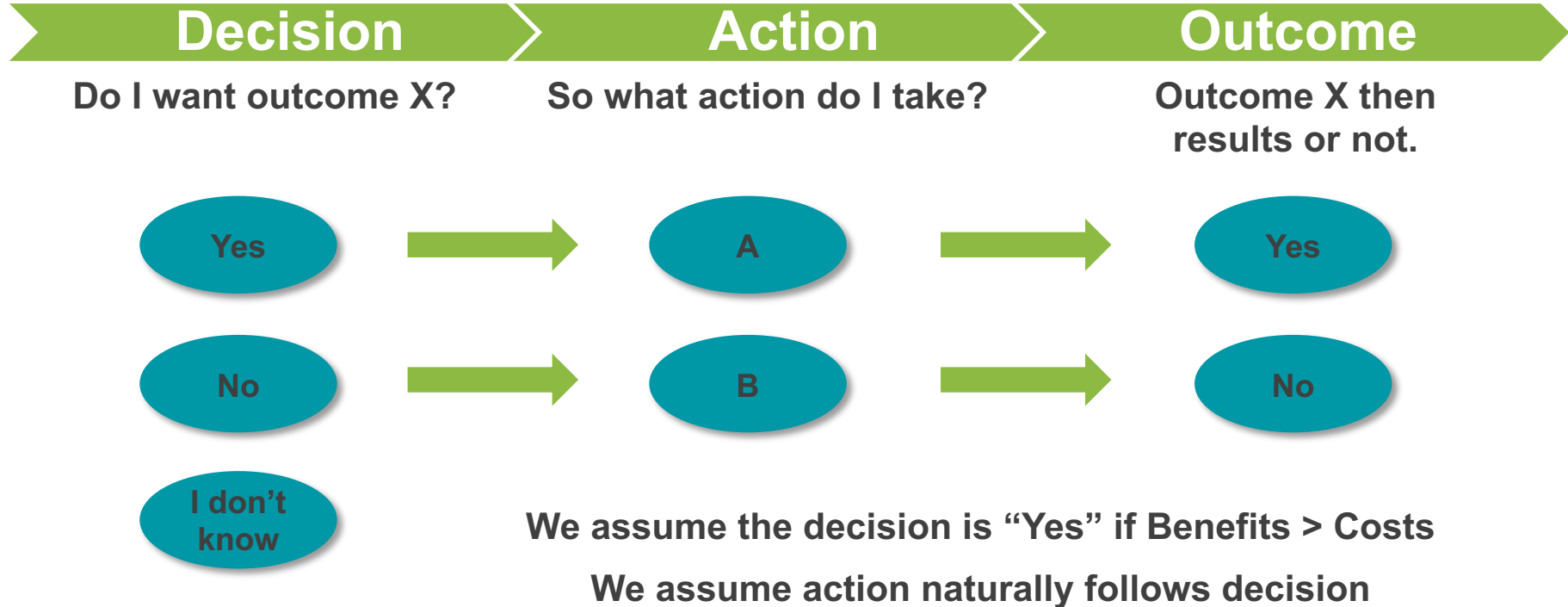


 nudge⁴ is a UVA lab that works with public agencies like VCCS to design and test data and behavioral science strategies to improve educational and economic success

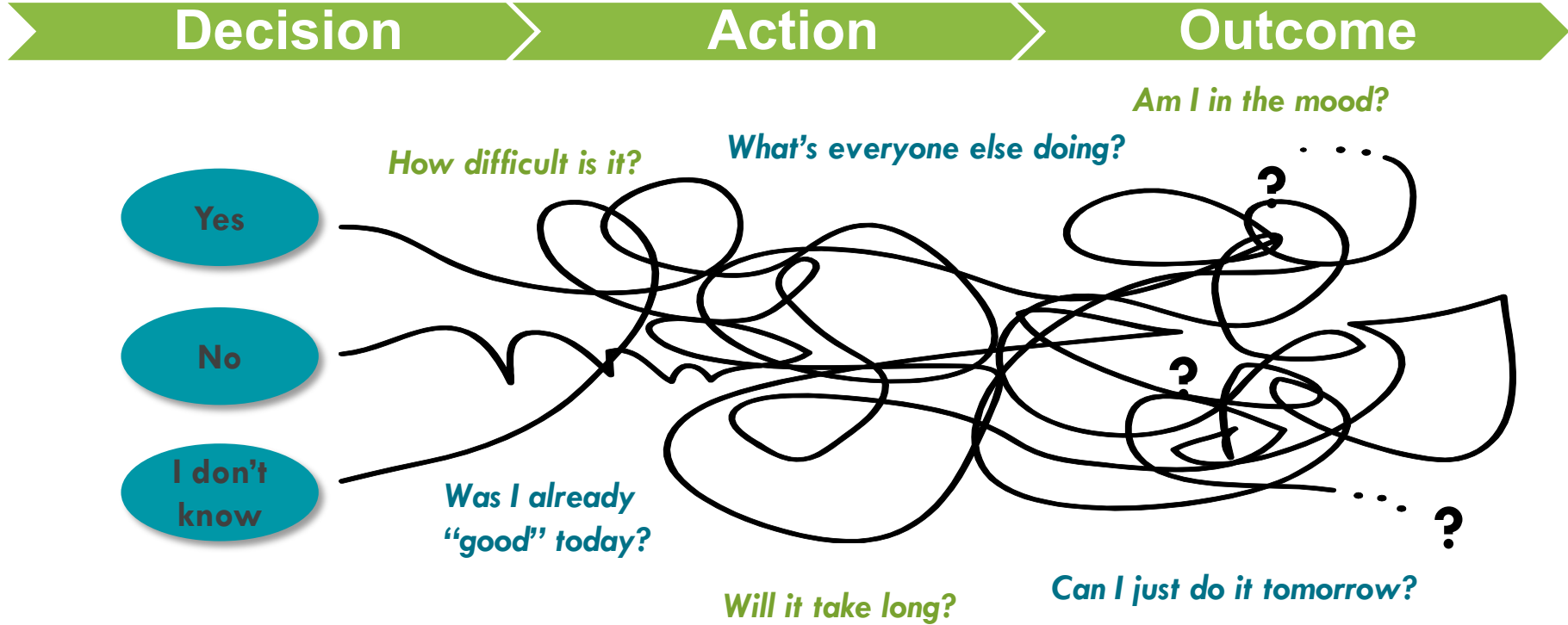
What is Behavioral Science?



Standard Decision-Making Model



Behavioral Decision-Making Model



Questions?

Best Practices for Remote Advising

Deanne Browning

Piedmont Virginia Community College

- Success stories
- Lessons learned
- How nudges add value to existing work

Remote Advising

- One of the strongest features of remote advising is the chance for students to connect 1:1 and ask questions of advisors. Students are often very grateful to get personal outreach. For instance:

Oh hey! You couldn't text me at a better time! I was wondering if I can make an appointment with you...I need to choose my courses for next semester and I don't know how to do it. I need your help!

- In remote advising projects with high school seniors, adult students at community colleges, and US Army soldiers, about 75% of people responded at some point to ask a question or get advice from an advisor.

The Remote Advisor Role

- Think of a remote advisor as a **guide** who:
 - Understands the terrain and can provide quick, friendly guidance on how to navigate a path to success
 - Is connected to other knowledgeable people who can support students on the path towards graduation
 - Has access to tools and equipment to support people through difficult paths
 - Is a constant presence and a source of encouragement



Applying the Guide Model

Guides	Remote Advisors
Understand the terrain and can provide quick, friendly guidance on how to navigate a path to success	Respond quickly to students' messages and provide encouragement and support
Are connected to other knowledgeable people who can support students on the path towards graduation	Connect students to campus-based staff where they can get help with specific areas of concern
Have access to tools and equipment to support people through difficult paths	Offer students advice on how to take advantage of campus technology tools and other resources
Are a constant presence and a source of encouragement	Continue to stay engaged with students, such as by reaching out to see how they are doing

Expectations for Student Responses

Timing of responses: Imagine a message sent to 100 students at 1 PM:

- Approximately 30-35% of students will respond to any one message.
- Of respondents:
 - 25% of all students will respond within 60 seconds after receiving the message
 - 50% will be within 4 minutes
 - 95% will be within 24 hours

Suggested Structure of Messages

Message structure:

- Prompt student to use a resource or complete an important task
- Reference important dates/deadlines
- Offer one-on-one assistance
- Provide encouragement and positive reinforcement
- (In some cases) Include an infographic that provides additional detail

Message framing

Hi <NAME>! Putting in time at the Writing Center will help you succeed in your classes! Can I help you get connected there?

<infographic for writing center>



Patti Saffioti

Central Virginia Community College

- Strategies for creating effective messaging campaigns

Ways to Advise Remotely

Remote Advisor: Hi Miles, Early registration for Spring semester starts 10/24. Can I help you choose courses that will count towards your degree?

Student: How do I know which courses I still have to take to finish my degree?

Here you have several options:

OPTION 1: Offer to look up the student's course map through a degree audit tool & provide them with a list of remaining requirements

OPTION 2: Provide guidance on how to use the tool themselves (send the toolkit guide). Follow up with the student to make sure they have completed the task.

OPTION 3: Set up a call or in-person meeting to walk through the steps together

OPTION 4: If not within the scope of your role, provide step-by-step guidance on where and how to get course planning help on campus

Questions?

Evidence-Based Nudges to Support Student Success in Online Learning

NUDGE STRATEGIES TO IMPROVE STUDENT SUCCESS IN ONLINE LEARNING

A Guide for Faculty and College Administrators

ideas ⁴²



Online learning presents unique challenges for faculty and college administrators as they strive to keep students engaged, motivated, and on track. Fortunately, behavioral science research has identified evidence-based nudge strategies to support student success in online courses. The purpose of this guide is to provide faculty and administrators with a quick reference to behaviorally informed strategies that could be deployed as they navigate the shift to online teaching and learning. The end of this guide includes links to the evidence that underlie these recommendations.



NUDGE STRATEGY

	Encourage goal-setting	Prompt plan-making	Eliminate hassles	Manage attention
AT THE START OF THE COURSE	Ask students to write down and submit a goal they have for the course—e.g., “What do you want to get out of this course? How will this course help you achieve something you care about?”	Encourage students to make a schedule and block off time for class, homework, and other activities. For students living with a partner or children, suggest they make a household schedule to minimize interruptions during working hours.	Make sure that students know how to use your school’s learning management system (LMS) . Send out an FAQ or spend some time in the first class going over how to ask questions, find and submit assignments, and take exams.	Offer tips on how to minimize distractions, such as identifying a work space . If this is an area like the kitchen table, suggest that students set up a work station at the beginning of their work period and put it away at the end.
DURING LECTURES OR CLASS TIME	Connect lecture material to goals that students have identified—e.g., “Today, we’ll learn about physiology, which will interest those who want to go into sports medicine.”	Suggest that students stick to a routine to signify that it’s class time, like keeping this time as consistent as possible from week-to-week and/or telling others in the household that class is starting.	Consider setting aside time each class to go over student’s questions or holding virtual office hours . Send reminders to students with a calendar link to make signing up easy.	Ask students to write out their answers to a discussion prompt(s) in a word doc, and then submit it after class to receive credit for participation (or within 48 hours of watching a lecture recording).
THROUGHOUT THE SEMESTER	Send students reminders of their goal periodically. Prompt them to reflect on their progress and to think about how good it will feel to achieve that goal.	Break down assignments , especially large ones, into smaller tasks and provide estimates of how long each task will take. Consider making these smaller tasks due throughout the course, rather than all at once.	Students may have limited internet access. Make sure that course materials can be downloaded simply and quickly.	Identify tools students can use to limit distractions , such as browser extensions that block websites or time management methods like the Pomodoro Technique . Build these tools directly into the LMS if possible.

Encourage Goal-Setting

Why?

- Online learning lacks many of the natural cues that keep students engaged – peers, a physical instructor, & the classroom. Setting goals ↑ motivation.

How?

- **At the start of a course:** Ask students to write down and submit a goal – “How will this course help you achieve something you care about?”
- **Throughout the term:** Send students reminders of their goal and prompt them to think about how good it will feel to achieve it.
- **At the end of a course:** Have students reflect on their goal & ask what they could do next (e.g., take a higher-level course; gain more experience at work).

Prompt Plan-Making

Why?

- Students may struggle to set aside time for online coursework due to competing demands at home & the increased flexibility of online learning.

How?

- **At the start of a course:** Encourage students to make a schedule and block off time for class, homework, & other activities.
- **Throughout the term:** Break down large assignments into smaller tasks and provide estimates of how long each task will take.
- **At the end of a course:** Send students reminders to make a plan to register for next term's classes, including when & where they will do so.

Eliminate Hassles

Why?

- Hassles are small inconveniences (like slow internet) that can have a large impact on our behavior. These are prevalent in online learning.

How?

- **At the start of a course:** Make sure students know how to use the LMS. Spend time in class going over it with students or send out an FAQ.
- **Before assignments/exams:** Ensure students have access to everything they need by housing all course materials in a clear location on the LMS.
- **At the end of a course:** Recommend courses to students that will build off of the current one and count toward their degree.

Manage Attention

Why?

- We have limited cognitive capacity, so we often overlook important information, focus on what is immediately in front of us, and forget some details.

How?

- **At the start of a course:** Offer tips on how to minimize distractions, like identifying a work space (even if is the kitchen table).
- **Before assignments/exams:** Make sure due dates are clear, and send students reminders of upcoming deadlines.
- **After assignments/exams:** Remind students to log on to the LMS and see how they performed. Include links to sign up for office hours or tutoring.

Want to Learn More?

Check out:

nudge4.org/onlinelearning

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BEFORE MAJOR ASSIGNMENTS OR EXAMS	Ask students to set task-based goals and to connect these to their goal for the course—e.g., “What tasks will you need to complete in order to write your essay? How will this essay help you achieve the goal you set for the course?”	Suggest that students 1) create a plan for how, when, and where they will complete each task; 2) identify potential obstacles to completion and how they might address them; and 3) submit their plan for extra credit or share it with others to strengthen their commitment.	Ensure that students have access to everything they need to complete assignments or study for exams. House all course materials in a clear location on the LMS. If this is not possible, provide students with clear instructions and assistance for accessing external materials.	Make sure due dates are clear, and send reminders of upcoming deadlines with links to relevant resources. These can be delivered via the LMS, email, and/or text.
AFTER MAJOR ASSIGNMENTS OR EXAMS	Provide students with feedback on their performance—i.e., how they did relative to their classmates, what they have accomplished so far, and/or what they are doing well and where they could improve.	Have students look back at their plan and pinpoint any issues with it. For example, did they not build in enough time to study chapter 1? How would they adjust this plan for a future assignment or exam?	Ask students to reflect on what was challenging about the assignment or exam, and what resources would be useful to have for the next one. Incorporate these suggestions into helping students prepare for the next course milestone.	Once an assignment or exam has been graded, remind students to log on to the LMS and see how they did. For those who did poorly, consider sending an additional reminder to schedule a time with their instructor to discuss results, including a calendar link.
AT THE END OF THE COURSE	Have students reflect on their goal for the course and identify what they could do next to further this goal (e.g., take a higher-level course, or gain more experience in the subject at work).	Send students reminders to make a plan to register for next term’s classes, including when and where they will do so. Like the plans they created for coursework, remind them to identify potential obstacles to registration and how they might address them.	To help students continue their education, recommend courses that will build off of the current one and count toward their degree. Also, provide a list of scholarships they should look into.	Capitalize on students’ attention while you have it: Set aside time during the last class for students to complete a feedback form or register for next term’s classes.

Questions?