

10 Advising Tips for FAA During Online Teaching & Learning

Online teaching and learning present our students with both new learning opportunities and challenges. AAO has consolidated teachers' and students' feedback and suggestions into the following 10 tips for you in advising your advisees, especially the new students.

1. **SEND** a customized welcoming email to all your advisees in the first week of semester to connect with them. And **RE-SEND** another one in September if needed.
- Advisees, especially new students, may be too shy to reach out or respond to their advisers. Some of them may also overlook the first email. A customized email (and a reminder) can trigger them to approach you.
2. **PROVIDE** extra support and care to those advisees who are academically weak and have low learning motivation.
- During online learning period, those students who are academically weak and/or have low motivation would easily miss classes and drop out. A reminder through email and/or instant messaging can be a timely alert to them.
3. **GUIDE** advisees to read the details and requirements on the course outline (Especially the assessment requirements and weighting)
- Some students do not fully understand course requirements, assessments' details, etc., and may choose a course wrongly. Guiding them to read the document can help them to choose the right course, and learn how to learn.
4. **ENCOURAGE** advisees to ask question instantly through chatbox or email, if they encounter any question during online lesson.
- We found that some students are more ready to ask question online. Encourage your advisee to ask proactively to clarify their questions and consolidate their learning.
5. **REMIND** advisees to prepare good learning environment for lesson (e.g. print out the notes, attend the online lesson on a work desk).
- A good learning environment can enhance concentration and productivity. You can also remind your advisees to spare some time on preparation before lesson.
6. **SUGGEST** advisees to discuss their grade expectation when they are forming groups on group work.
- One common problem faced by students is how to work with their peers in group work. Close collaboration and shared goal would make them work better and be more productive.

7. **ADVISE** advisees to devise a detailed work schedule (e.g. in weekly based) to plan and monitor the progress of assignments and revision.
- Drafting a detailed work schedule can help the advisee overviewing their tasks and deadline, and monitoring the progress. It also functions as a reminder to prevent the advisees lag behind due to remote learning.

8. **REMIND** advisees to be flexible that the course content and assignments may change due to unforeseeable circumstances.
- This is especially so with the uncertainty brought by the COVID-19 situation. You can remind advisees to reserve buffers to complete the assignments, and get prepared for changing the assessment method if necessary.

9. **REFER** advisees with negative emotions to the [Counselling and Person Enrichment Section \(CoPE\)](#) of CEDARS if necessary.
- Students may go through ups and downs during this unprecedented challenging period. You can introduce CoPE services and make referral, if your advisees have suffered from problem(s) for a period and the problem(s) has started affecting their living and/or studying.

10. **LISTEN** to advisees' concerns as they are adjusting themselves to the new learning environment (HKU and online learning). Give them advice and/or refer them to [relevant supporting units](#).
- Spending time to listen to your advisees patiently can help a lot. Besides, you can also guide them to look for campus resource and units to solve their problems.