Will you accept this rose?

CHOOSING YOUR APPROACH TO ACADEMIC ADVISING

Amanda Neuber
Temple University

Amanda Neuber—Temple University 2017
Amanda@temple.edu
THEORY + PRACTICE
Goals for Today’s Session

1. Fall in love…. With an advising approach!
2. Self-reflect
3. Learn about 4 different advising approaches
4. Choose which advising approach is most closely connected to your individual style, attitude, and preferences.
5. Talk to each other and receive additional resources
All of these people
I’m literally falling in love with.
What’s your character?
What role do you play in the advisor-student relationship? Do you get the winner edit or the villain?

What’s your script?
Your go-to tag-lines? Your catch phrase? Your essential questions?

What are your hopes and dreams for each advising journey?
What does a perfect advising session look like?

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<thead>
<tr>
<th>Objective</th>
<th>Positivity</th>
<th>Critical Thinking</th>
<th>Strong</th>
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<tbody>
<tr>
<td>Syllabus</td>
<td>Dream</td>
<td>Challenge</td>
<td>Motivation</td>
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<td>High Expectations</td>
<td>Partnership</td>
<td>Analyze</td>
<td>Competent</td>
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<td>Proactive</td>
<td>Goals</td>
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<td>Pedagogy</td>
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<td>Rubric</td>
<td>Affirmation</td>
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<td>Clear Outcomes</td>
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<td>Talents</td>
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<td>Problem Solving</td>
<td>Trust</td>
<td>Self-Aware</td>
<td>Success</td>
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<td>Ability</td>
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<td>Energize</td>
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THE TEACHER

THE CHALLENGER

THE RELATIONSHIP BUILDER

THE MOTIVATOR

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Group Date

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Advising as Teaching

“Advisors need to think about advising as if they were teachers. Curricular goals must be identified and effective pedagogies must be developed if advisors hope that advisees will learn the values and goals educators set as the main purpose of college education.”

Hemwall & Trachte (1999)

The advisors central responsibility is to facilitate learning.

1. Clear Objectives
2. Standards of Performance (advising syllabus)
3. Anticipatory Set (the “hook”)
4. Input (information vehicle)
5. Modeling
6. Check for understanding
7. Guided Practice
8. Closure
9. Independent Practice

“The Teacher”

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Appreciative Advising

Rooted in Appreciative Inquiry, Appreciative Advising is a social constructivist framework centered on the intentional and collaborative practice of asking positive, open-ended questions that help students optimize their educational experience and achieve their dreams, goals, and potentials.

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**Disarm**

Make a positive first impression with the student, build rapport, and create a safe, welcoming space.

**Discover**

Ask positive open-ended questions that help advisers learn about students' strengths, skills, and abilities.

**Dream**

Inquire about students' hopes and dreams for their futures.

**Design**

Co-create a plan for making their dreams a reality.

**Deliver**

The student delivers on the plan created during the Design phase and the adviser is available to encourage and support students.

**Don’t Settle**

Advisers and students alike need to set their own internal bars of expectations high.
Socratic Advising

“What Were They THINKING!?”

A Socratic approach teaches students to become self-aware thinkers who can analyze their own thought processes, beliefs and behaviors. Advisors teach students to use their critical thinking skills to engage in self-reflection, make informed decisions, and resolve unexpected challenges.

1. Assess Student Thinking
   - Naïve, Externally focused, or Self-Aware?
2. Socratic Questioning
3. Proactive Advising
4. Challenge with SUPPORT

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“The Challenger”
### Table 12.1. Socratic questioning toolbox for advisors

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<td>Could you explain a bit more about where you received your information about academic probation?</td>
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Socratic Advising

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2. Socratic Questioning

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“The Challenger”
Strengths Based Advising

"The people who have the opportunity every day to do what they do best - to act on their strengths - are far more likely to flourish.”
-Fredrickson, 2009

Strengths are those activities at which a person excels AND that energize the person.

1. Identify Student Talents
2. Affirm students’ talents and increase awareness of strengths
3. Envision the future
4. Plan specific steps for students to reach goals
5. Apply student strengths to challenges

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AND NOW... FOR EVERYONE’S FAVORITE PART OF THE SHOW...

The Fantasy Suite
Sophomore student, Chris Harrison, comes to see you in a general advising session. Although things are going well, overall, he reveals some issues with two of his classes. One is for his major, Media Studies ("I just can’t get myself to care about it.") The other is a writing based Gen Ed ("I don’t know what the teacher wants from me.")

You know he’s always wanted to be a TV personality, but see he received an A in his Psychology class last semester. (He has excellent Emotional Intelligence).

**APPLY YOUR APPROACH: what does the advising session with Chris look like – start to finish.**
• Self-Authorship Approach to Advising
• Advising as Coaching
• Proactive Advising
• Constructivism and Systems Theory
• Hermeneutic Approach
• Learning-Centered
• Motivational Interviewing
Thank you for joining me on this amazing journey!

Amanda Neuber
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Will you accept this rose?

INTENTIONALLY CHOOSING YOUR ACADEMIC ADVISING APPROACH
APPRECIATIVE ADVISING
“The Relationship Builder”

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APPRECIATIVE ADVISING
“The Relationship Builder”

- http://www.appreciativeadvising.net/
ADVISING AS TEACHING

“The Teacher”

The advisor’s central responsibility is to facilitate learning.

1. SET CLEAR OBJECTIVES: What should students be able to do, understand, and value or appreciate as a result of your advising?
2. ESTABLISH STANDARDS OF PERFORMANCE: What is the student expected to know or do?? What’s on your advising syllabus?
3. ANTICIPATORY SET (the "hook"): relate the student experience to the objectives of the lesson and helps students translate abstract ideas into common understandable terms.
4. INPUT: How do you deliver this information? What is your information vehicle? Video, podcast, lecture, discussion.
5. MODELING: show the student how to apply the knowledge. Problem solve an example together.
6. CHECK UNDERSTANDING: through questioning
7. GUIDED PRACTICE: provide an activity for students to demonstrate their mastery of the subject. You did it for them once through modeling – let them try it on their own.
8. CLOSURE: help the student make sense out of what has just been taught, eliminating confusion and frustration
9. INDEPENDENT PRACTICE: provide “homework” for students to do on their own
ADVISING AS TEACHING

“The Teacher”

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SOCRATIC ADVISING
“The Challenger”

- Paul-Elder Approach: https://www.criticalthinking.org/
STRENGTHS BASED ADVISING
“The Motivator”

Step 1: Identify Students' Talents - (What did you learn with the greatest ease in high school? What was your favorite assignment? What subjects do you enjoy studying the most?)

Step 2: Affirm Students' Talents and Increase Awareness of Strengths - advisors need to help students see their talents and affirm them as assets in building a foundation for success. (Which of your strengths do you feel you rely on most to be successful? What strengths are most characteristic of you?)

Step 3: Envision the Future — discussing with students their aspirations and how developing their talents can help them reach their goal (What do you see yourself doing as a result of being a college graduate? How would you describe the person you want to become? What is that person like? What is that person able to do? What kind of relationships does that person have? What will it take for you to grow toward becoming that person?)

Step 4: Plan Specific Steps for Students to Reach Goals — Set SMART goals with the student. (Select one aspect of yourself that you would like to develop while you are in college—academic, interpersonal, physical, and/or spiritual. Select one that is personally meaningful and that is key to you becoming the person you want to be as a college graduate. What campus resources or people in your life can help you reach your goal? What campus organizations would help you most?)

Step 5: Apply Students Strengths to Challenges — teaching students to transfer strengths from one setting to another. Assist students in identifying ways to apply specific talents to new situations or challenges. Apply their strengths to challenges they face. Help students identify the skills and knowledge they need to add to their natural talents in order to develop strengths.

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STRENGTHS BASED ADVISING

“The Motivator”

- http://www.viacharacter.org/