Beyond Show, Tell, & Provide: Advising for Active Learning  
NACADA National Conference 2019

Goals and Learning Outcomes: Participants will

1. Consider 3 categories of learning in advising: what the student will know, do, and value/appreciate.
2. Acknowledge that passive instruction and learning can limit the effectiveness of advising meetings.
3. Review Bloom’s 6 categories of cognitive processes.
4. Identify advising situations when students are called upon to remember, understand, apply, analyze, evaluate, and create information or knowledge.
5. List active learning opportunities in advising.
6. Craft learning outcomes using Bloom’s verbs from several categories in the revised taxonomy.
7. Identify specific activities advisors can encourage for active learning.

Resources


3 Categories for Advising Learning Outcomes
(Adapted from NACADA Advising Assessment Institute, 2016)

The Advisee will

1. Know: Information advisees need
2. Do: Behaviors or actions advisees should be able to complete
3. Appreciate: Concepts or values advisees can benefit from holding.
Individual Activity.  My advising pedagogy as I think about it now. Write one sentence

1. noting a principle or value that guides you in advising.
2. articulating information, skills, and/or values you want students to learn.
3. stating an action or 2 that you can take to facilitate student learning.

______________________________________________________________________
______________________________________________________________________

Small Group Activity. Create a list of learning outcomes for advisees using 3 categories:

1. **Know:** Information advisees need
2. **Do:** Behaviors or actions advisees should be able to complete
3. **Appreciate:** Concepts or values advisees can benefit from holding

**Know.** My advisees should know specific information about these general areas of their education. Identify content they should know.

Registration:
Academic Success:
Personal Growth or Goal Setting:

**Do.** My advisees should be able to complete specific actions in these general areas of their education. Identify skills or abilities they should have.

Registration:
Academic Success:
Personal Growth or Goal Setting:

**Appreciate.** My advisees will benefit from specific perspectives or concepts in these general areas of their education. Identify principles or ideas they may come to value.

Registration:
Academic Success:
Personal Growth or Goal Setting:
**Small Group Activity.** Identify actions can we spur our students to take in meeting these outcomes. Bloom’s verbs will be helpful as we think about what students can do to achieve the outcome. Choose ones that interest you.

<table>
<thead>
<tr>
<th>Outcome: The student can</th>
<th>Advisors can do this</th>
<th>Students can do this</th>
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<tbody>
<tr>
<td>Know campus resources that support their academic success (KNOW)</td>
<td>Ex: Email a meeting notice</td>
<td>Ex: Meet with a tutor</td>
</tr>
<tr>
<td>Understand general education requirements (KNOW)</td>
<td>Ex: Prompt student to run degree audit in advising meeting</td>
<td>Ex: Interview major advisor about choices</td>
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<td>Set short-term and long-term goals (DO)</td>
<td>Ex: Ask clarifying questions</td>
<td>Ex: Compare/contrast 2 career pathways</td>
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<td>Research academic success resources. (DO)</td>
<td>Ex: Distinguish resources for students</td>
<td>Ex: Attend a review session</td>
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<td>Communicate professionally with campus resources (DO)</td>
<td>Ex: Create a guide</td>
<td>Ex: Adapt a guide for a financial aid appeal to their circumstances</td>
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<tr>
<td>Value their own growth (APPRECIATE)</td>
<td>Ex: Acknowledge points of growth</td>
<td>Ex: Assess their progress toward graduation</td>
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# REVISED Bloom’s Taxonomy Action Verbs

<table>
<thead>
<tr>
<th>Definitions</th>
<th>I. Remembering</th>
<th>II. Understanding</th>
<th>III. Applying</th>
<th>IV. Analyzing</th>
<th>V. Evaluating</th>
<th>VI. Creating</th>
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</thead>
<tbody>
<tr>
<td>Bloom’s Definition</td>
<td>Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</td>
<td>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.</td>
<td>Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</td>
<td>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.</td>
<td>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</td>
<td>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</td>
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<tr>
<td>Verbs</td>
<td>Choose</td>
<td>Define</td>
<td>Find</td>
<td>How</td>
<td>Label</td>
<td>List</td>
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