Using Appreciative Advising to Help Students Excel

Broward College
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Saundra Y. McGuire, Ph.D.
Assistant Vice Chancellor
Professor, Department of Chemistry
Past Director, Center for Academic Success
Louisiana State University
Desired outcomes

- We will understand why many students don’t want to take advice
- We will view our students differently
- We will have concrete strategies that work when advising students
- We will understand the role of metacognition in effective advising
- We will spend time reflecting on improving our advising
- More of our advisees will heed our advice!
Overview

- Characteristics of many of today’s students
- An advising model that works
- The role of metacognition in advising
- Importance of Student Mindset
- Wrap Up
Reflection Questions

- What are the characteristics of a productive advising session vs an unproductive one?
- What are the characteristics of an effective advisor?
- What are the characteristics of a receptive advisee?
<table>
<thead>
<tr>
<th>Name</th>
<th>Year Born</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Silent Generation</td>
<td>1925 – 1944</td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>1945 – 1965</td>
</tr>
<tr>
<td>Generation X</td>
<td>1966 – 1978</td>
</tr>
<tr>
<td>Generation NeXt (or Y)</td>
<td>1979 – 1995</td>
</tr>
<tr>
<td>Digital Natives</td>
<td>1996 - present</td>
</tr>
</tbody>
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*Taylor, Mark. 2005.*
Characteristics of Many Gen NeXt* Students

- Have consumer orientation
- Convey sense of entitlement
- Seek instant gratification
- Poor long term planning and problem solving skills
- Expect to be thought of as excellent
- Cynical and skeptical of authority

What does NOT work when advising most Gen NeXters

- Telling them they are not prepared
- Expecting them to “trust the advisor”
- Expecting that they will know the catalog
- Telling them there is a fixed path
- Advising them to change plans
What DOES work when advising most Gen NeXters

- Beginning with their strengths
- Engaging them in the planning process
- Showing them how to access information
- Encouraging them to plot their own path
- Helping them change strategies, but not necessarily paths
- Encouraging them!
Appreciative Advising

An Advising Model that Works for Contemporary Students

Developed by Jennifer Bloom, Ph.D.
The Six Phases of Appreciative Advising

- Don’t Settle
- Disarm
- Discover
- Dream
- Design
- Deliver

Description of the Phases of Appreciative Advising*

- **Disarm**: diffuse defensiveness
- **Discover**: delve into strengths
- **Dream**: imagine possibilities
- **Design**: develop a plan
- **Deliver**: implement strategies
- **Don’t**: aim for 100% mastery!
- **Settle**

Metacognition*:
Crucial Strategy for the Design, Deliver, and Don’t Settle Phases

- Thinking about thinking
- Being consciously aware of yourself as a problem solver
- Planning, monitoring, and controlling your mental processing
- Accurately assessing your level of learning

*Flavell, 1979
Bloom’s Taxonomy

Anderson & Krathwohl, 2001
Bloom’s Taxonomy

Making judgments based on criteria and standards through checking and critiquing.

Carrying out or using a procedure through executing, or implementing.

Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

This pyramid depicts the different levels of thinking we use when learning. Notice how each level builds on the foundation that precedes it. It is required that we learn the lower levels before we can effectively use the skills above.

Graduate School

Undergraduate

High School

Creating
Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

Evaluating
Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure.

Analyzing
Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

Applying

Understanding

Remembering

Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure.
When we teach students about Bloom’s Taxonomy…

They GET it!
Student responses

At what level of Bloom’s did you have to operate to make A’s or B’s in high school?

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation
Student Responses

At what level of Bloom’s do you think you’ll need to be to make an A in Chem 1201?

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation
How do we teach students to move higher on Bloom’s Taxonomy?

Teach them the Study Cycle*

*adapted from Frank Christ’s PLRS system
The Study Cycle

**Preview**

*Preview before class* – Skim the chapter, note headings and boldface words, review summaries and chapter objectives, and come up with questions you’d like the lecture to answer for you.

**Attend**

*Attend class* – GO TO CLASS! Answer and ask questions and take meaningful notes.

**Review**

*Review after class* – As soon after class as possible, read notes, fill in gaps and note any questions.

**Study**

*Study* – Repetition is the key. Ask questions such as ‘why’, ‘how’, and ‘what if’.
- Intense Study Sessions* - 3-5 short study sessions per day
- Weekend Review – Read notes and material from the week to make connections

**Assess**

*Assess your Learning* – Periodically perform reality checks
- Am I using study methods that are effective?
- Do I understand the material enough to teach it to others?

**Intense Study Sessions**

<table>
<thead>
<tr>
<th>Step</th>
<th>Duration</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>1-2 min</td>
<td>Set a Goal</td>
</tr>
<tr>
<td>2</td>
<td>30-50 min</td>
<td>Study with Focus</td>
</tr>
<tr>
<td>3</td>
<td>10-15 min</td>
<td>Reward Yourself</td>
</tr>
<tr>
<td>4</td>
<td>5 min</td>
<td>Review</td>
</tr>
</tbody>
</table>

**Intense Study Sessions**

- Decide what you want to accomplish in your study session
- Interact with material - organize, concept map, summarize, process, re-read, fill-in notes, reflect, etc.
- Take a break – call a friend, play a short game, get a snack
- Go over what you just studied

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Two Mindsets About Intelligence

- **Fixed Intelligence Mindset**
  - Intelligence is static
  - You have a certain amount of it

- **Growth Intelligence Mindset**
  - Intelligence can be developed
  - You can grow it with actions

Reflection Questions

Which Mindset About Intelligence Do Most Students and Faculty Have?

Why Do They Have This Mindset?
Mindset determines reactions to

- **Challenges** – avoid vs. embrace
- **Obstacles** – give up easily vs. persist
- **Tasks requiring effort** – fruitless vs. path to mastery
- **Criticism** – ignore vs. learn from
- **Success of Others** – feel threatened by vs. find lessons and inspiration in
Fixed Mind-set
Intelligence is static

Growth Mind-set
Intelligence can be developed

Challenges
...avoid challenges
...embrace challenges

Obstacles
...give up easily
...persever in the face of setbacks

Effort
...see effort as fruitless or worse
...see effort as the path to mastery

Criticism
...ignore useful negative feedback
...learn from criticism

Success of Others
...feel threatened by the success of others
...find lessons and inspiration in the success of others

As a result, they may plateau early and achieve less than their full potential.
All this confirms a deterministic view of the world.

As a result, they reach ever-higher levels of achievement.
All this gives them a greater sense of free will.

Graphic by Nigel Holmes
Student Reaction to Appreciative Advising

Dr. McGuire,

THANK YOU BEYOND ALL THANKS for your guidance and patience... I managed to get all A's this semester: On my last final today at 3, I scored 112 out of 100... I am so happy and overjoyed! I wanted to share the good news and tell you that I totally support everything that you guys do and I want to help others in the same way that you helped me. I am truly appreciative and want to thank you for EVERYTHING!!

P.S. I believe my GPA has gone from a sad probation 2.77 to a Happy FREE 3.38... so I'M FREE from the academic shackles!!!
Final Activity

Choose one phase of the Appreciative Advising Model that you have not tried, and develop a plan to use it.
Final Note

Please visit the CAS website at www.cas.lsu.edu.
We have on-line workshops and information on effective study strategies that will be useful to your students.
Best wishes for a wonderful semester!

Dr. Saundra McGuire
References


References continued


- [http://www.appreciativeadvising.net/](http://www.appreciativeadvising.net/)
Questions