

THE PROBLEM OF DUALISM IN ACADEMIC ADVISING – A DEWEYAN CRITIQUE

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Undergraduate Academic Affairs

- Part One

- Set stage, define preliminary terms, locate issue at hand within academic advising

Questions

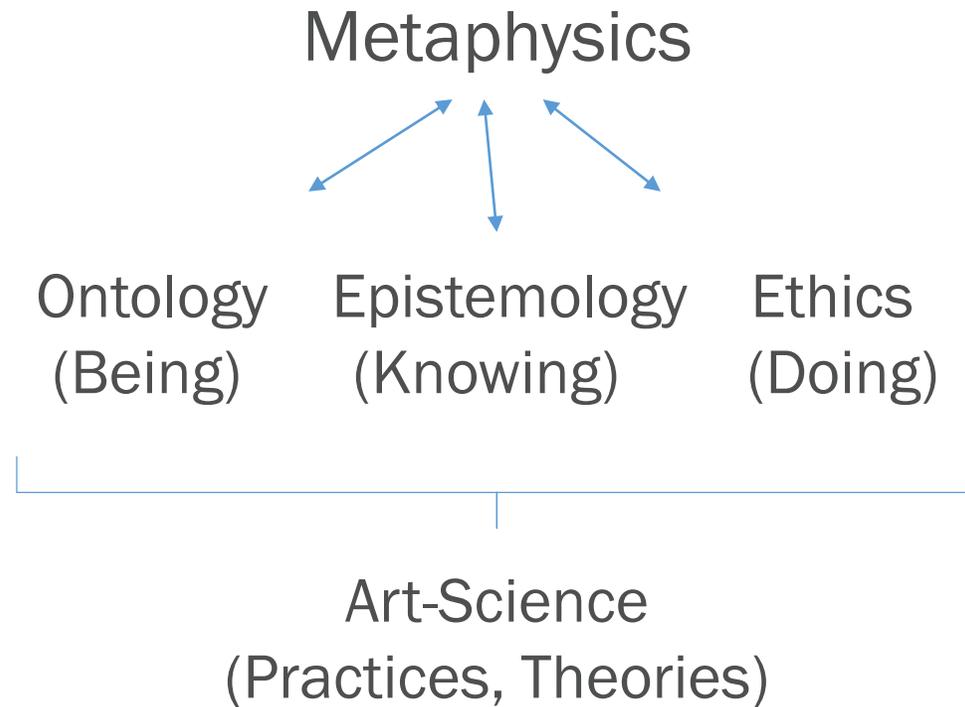
- Part Two

- Define mind-body dualism, present Dewey's critique of dualism in education, apply Dewey's critique to academic advising

Questions

- Issue: overlooked commitment to dualism in academic advising theory

- Metaphysics = branch of philosophy dealing with conditions for the possibility of other states of affairs
- Aristotle: “first causes”
”first philosophy” “being as such” “beyond natural things”

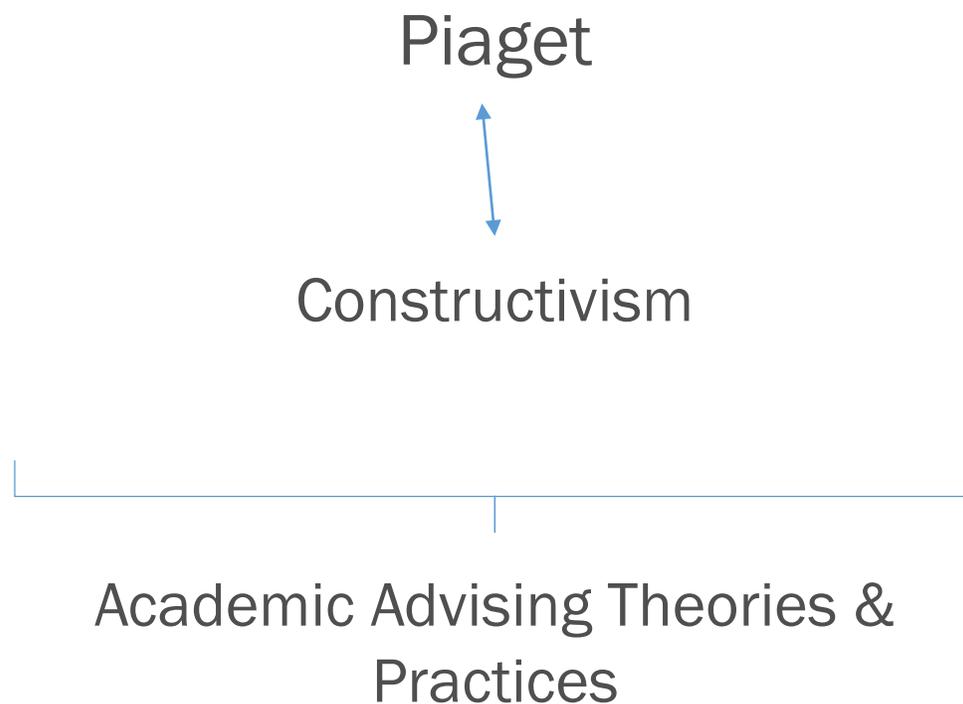


- “Across the broad fields of educational theory and research, constructivism has become something akin to a secular religion.”
D.C. Phillips
- “Constructivism lays the foundation for the current and historical theories and practices [of academic advising.]” Terry Musser

Constructivism

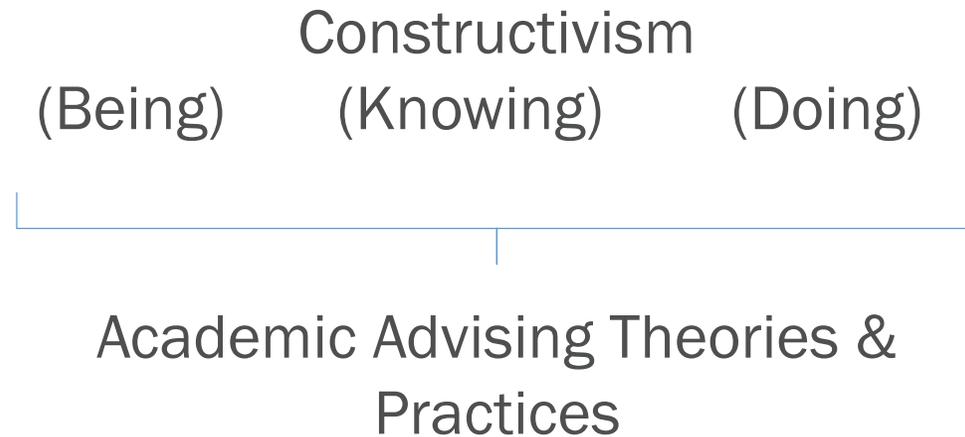
Academic Advising Theories &
Practices

- “Virtually all cognitive-structural theories of student development owe their origins to Jean Piaget.” Pascarella & Terenzini



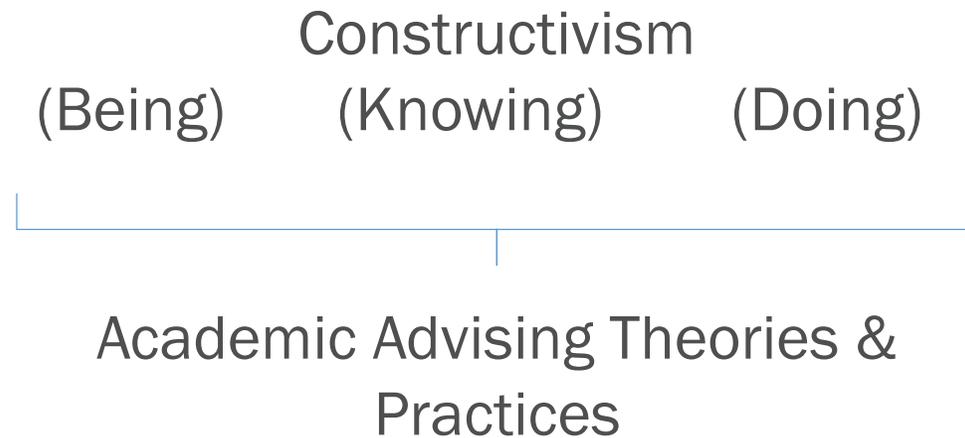
Glaserfeld

- “[Constructivism] pertains to the ways and means the cognizing subject has conceptually evolved in order to fit into the world...[Constructivism] is intended as a theory of knowing not a theory of being.” Glaserfeld



Glaserfeld

- “[Constructivism] pertains to the ways and means the **cognizing subject** has conceptually **evolved** in order to fit into the world...[Constructivism] is intended as **a theory of knowing not a theory of being.**” Glaserfeld

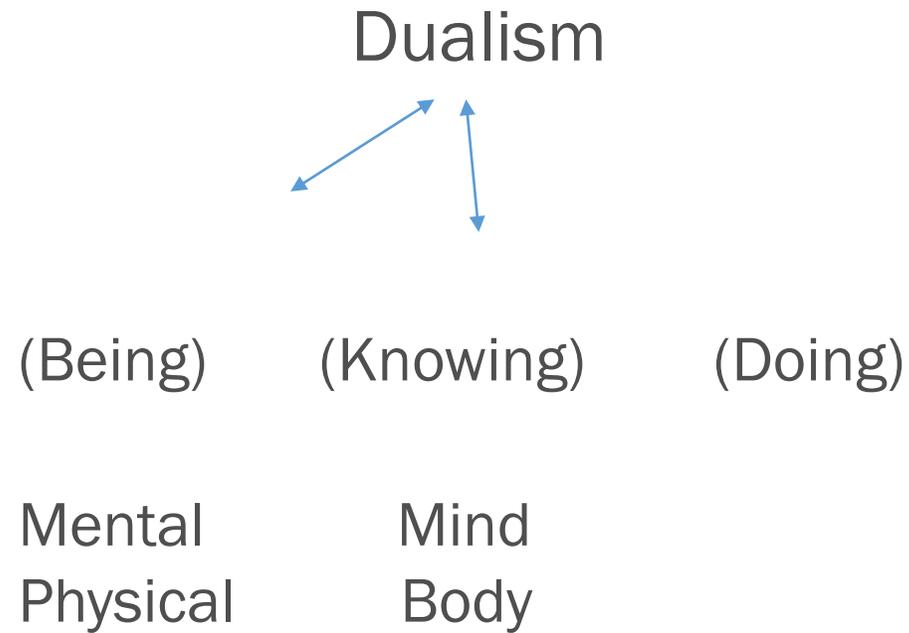




End Part One

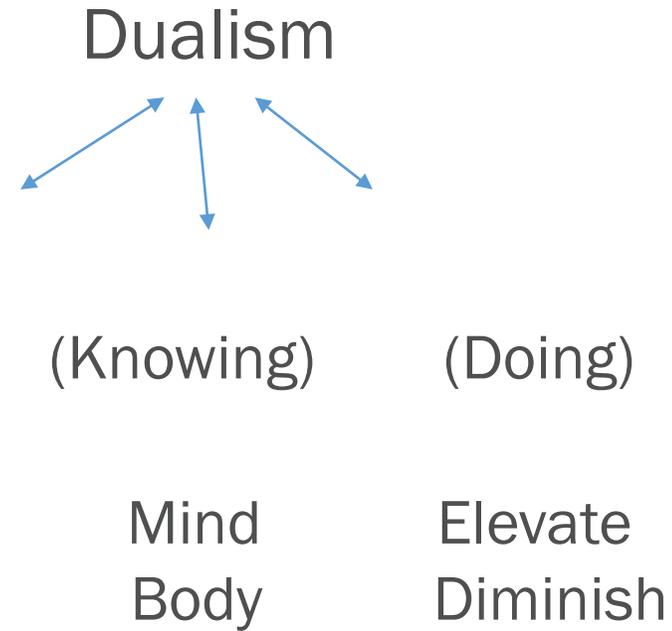
- Questions?

- What accounts for knowledge of both mental and physical phenomena?
- The universe is made of two completely different substances
- Humans derive knowledge of both



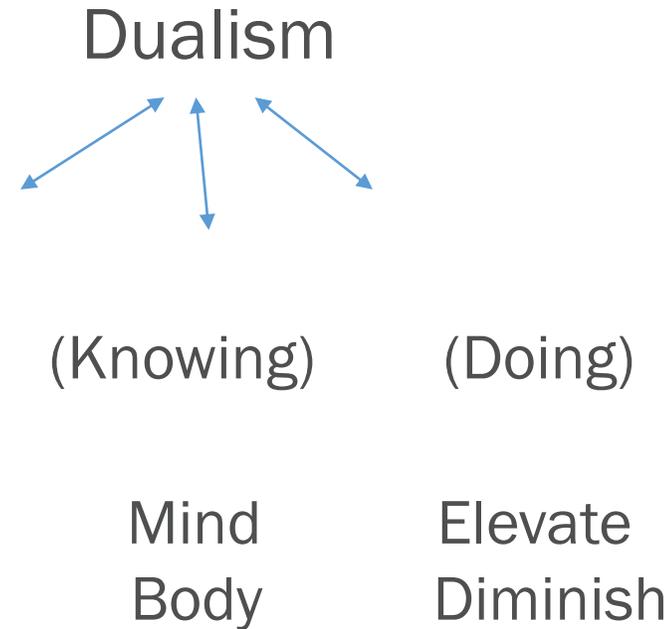
Dewey

- “Mind over matter”
- Cartesian split



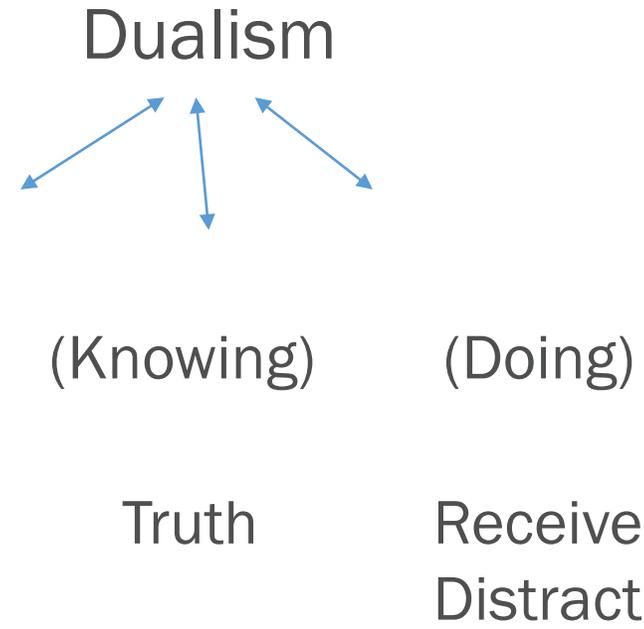
Dewey

- “It would be impossible to state adequately the evil results which have flowed from this dualism of mind and body, much less to exaggerate them.” Dewey, *Democracy and Education*



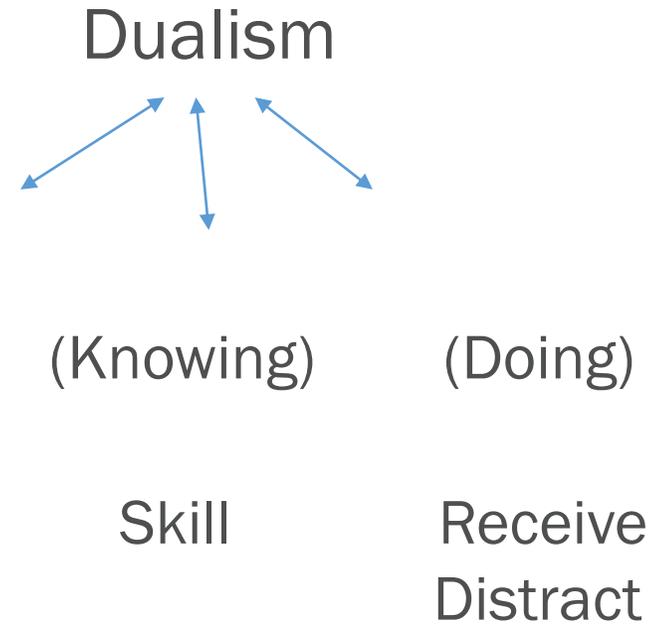
Dewey

- Traditional, liberal, academic education
- Fixed, eternal truths



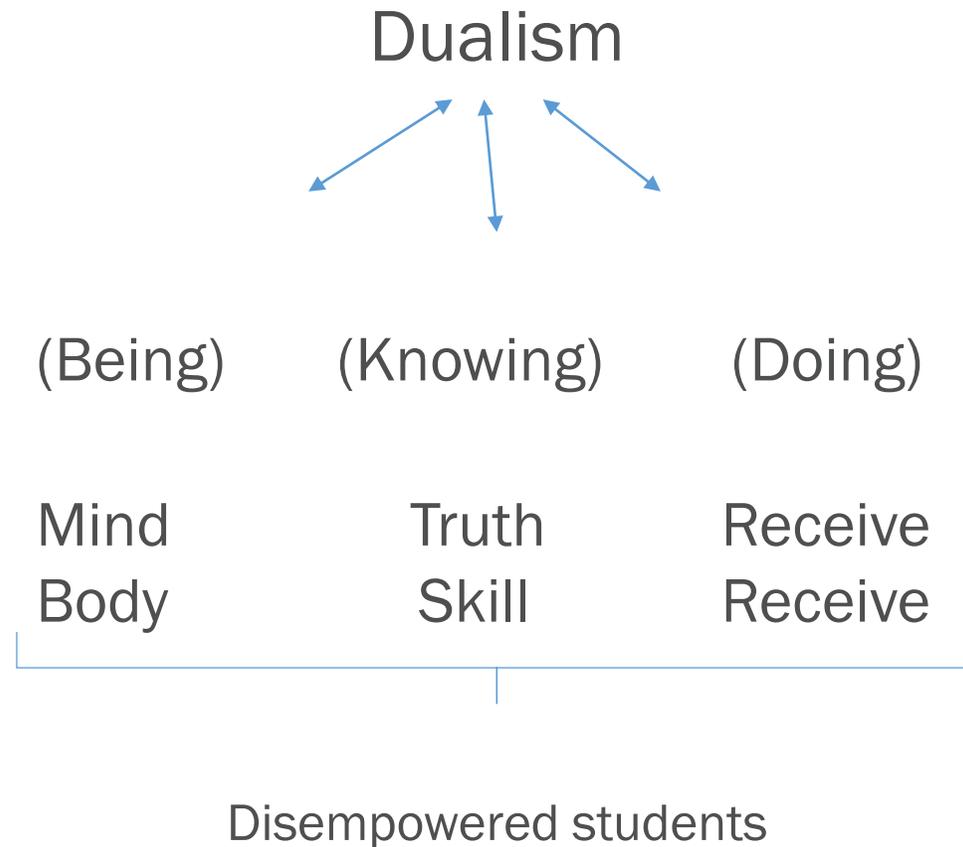
Dewey

- Vocational education
- Machine-like skill



Dewey

- Traditional, liberal, academic education
- Vocational education

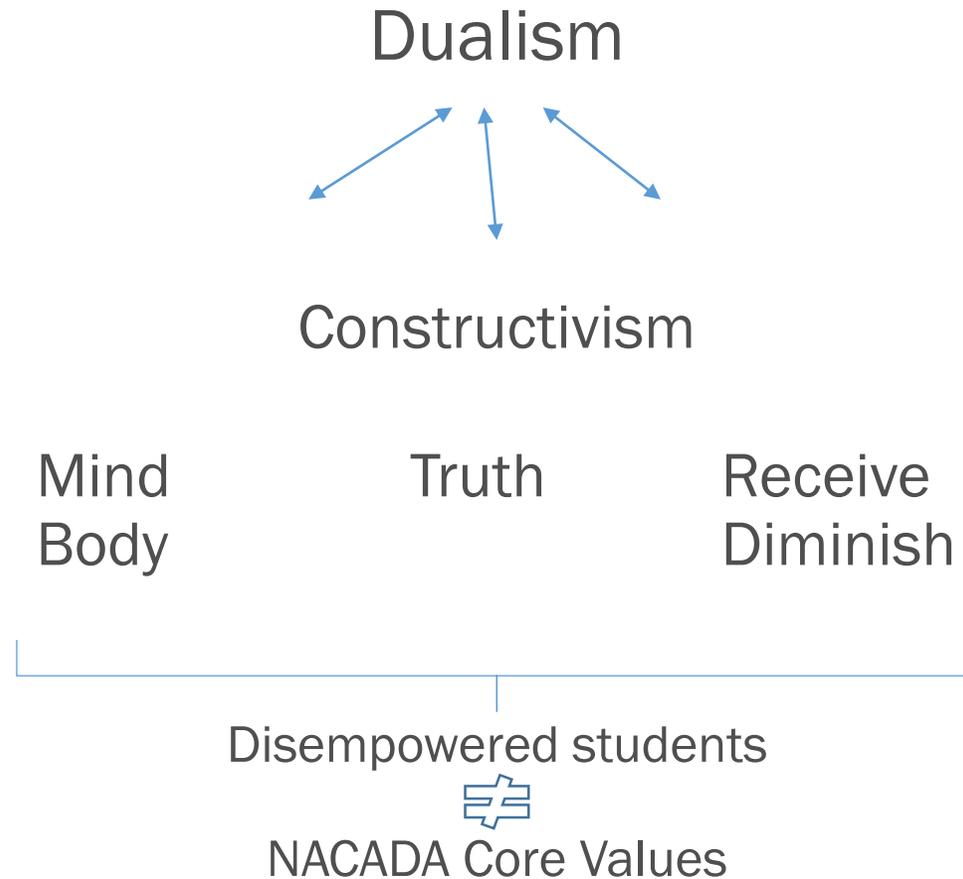


NACADA Core Values v. **strict rationality**

- Academic advisers work to strengthen the importance, dignity, potential, and unique nature of each individual within the academic setting.
 - Universalized cognition
- Adviser's work is guided by their beliefs that students:
 - Hold their own beliefs and opinions
 - Can be successful based on their individual goals and efforts
 - Received, eternal truths
 - Use a variety of techniques and technologies to navigate their world
 - Subjectivized reality (may actually be in alignment)

Punchline Revisited

- Constructivism is metaphysically dualistic
- Dualism pushes academic advising theorists towards **other** positions that contradict commitments made in the field of academic advising



Further Research

- Is constructivism alone?
- How much of the theoretical and philosophical infrastructure in academic advising is open to the charge of harboring dualistic assumptions?
- How much of it is working at cross-purposes with the larger values and commitments of academic advising?

End Part Two

- Questions?