

Beyond Foundations: Developing as a Master Advisor

Chapter 16 - Technology and Academic Advising

Reader Learning Outcomes

Readers will use knowledge gained about student success to

- Identify, compare, and contrast the internal and external pressures that encourage the adoption of more technologies in academic advising;
- Employ the intentional use of technology model to identify technologies currently used and categorize them by the learning outcome classifications of teaching, service, and engagement;
- Evaluate the distribution of technologies in light of advising program goals and planned technology adoption plans;
- Identify new skills and knowledge that effectively promote and defend advising as teaching in a technology rich environment; and
- Articulate the way technological skills and knowledge relate to appropriate advisor training and professional development plans.

Aiming for Excellence discussion questions and activities

- In a widely quoted statement, Shneier (2013) posted, “Surveillance is the business model of the Internet.” How does Shneier’s view that privacy on the Internet is a pipedream raise challenges to those who want to use technology to support an advising-as-teaching model?
- The increasing cost of higher education, along with hikes in student debt, will create the following situation, as described by Clayton Christensen (2014) of the Harvard Business School: “Fifteen years from now more than half of the universities in America will be in bankruptcy” (p. 21). If Professor Christensen’s projections are accurate, how would more stringent economic conditions affect adoption of technology to advance an advising-as-teaching model?
- What new or evolving technologies have been recently introduced on campus? How can these technologies be integrated into an intentional use of technology model (engagement, services, and learning) to promote advising as teaching?
- How would you respond to an advisor who, with great enthusiasm, wants to use a new social media tool with students?
- Technology, along with other factors, will likely lead to the evolution of five different work profiles for full-time academic advisors (Steele, 2006):
 - as call-center personnel,
 - as part of financial aid and admissions,
 - as professional with a career path,
 - partly unchanged with portions of advising outsourced, or
 - unchanged.

What changes do you expect to affect advising practice? How is technology influencing this change?

- In chapter 6, Karen Archambault addresses many different types of advisees. Describe ways technology could enhance your ability to engage two or three of the student cohorts you advise.

How should technology be adjusted for the different populations in a teaching-as-learning approach?

- In chapter 13, Julie Givans Voller outlines use of individual professional development (IPDs) and the portfolio to organize, direct, and provide a platform for reflection of professional development activities by advisors. What technology goals will you consider adding to an IPD?