

*Empowering Students to
Author their Lives*

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CONCEPT OF ACADEMIC ADVISING

- ✿ Craft a coherent educational plan based on assessment of abilities, aspirations, interests & values
- ✿ Use complex information from various sources to set goals, reach decisions, and achieve those goals
- ✿ Assume responsibility for meeting academic program requirements
- ✿ Behave as citizens who engage the wider world around them

National Academic Advising Association. (2006). NACADA concept of academic advising.
Retrieved from <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-Advising.htm>

DEVELOPMENTAL LENS

- ✿ How we “make sense” of our experiences
- ✿ How we view *knowledge* - decide what to believe, come to know
- ✿ How we view *ourselves* - sense of identity
- ✿ How we view *social relations* - how we construct relationships
- ✿ Holistic perspective - all three dimensions intertwined

DEVELOPMENTAL CAPACITIES

- ❖ *Complex cognitive capacities* enable acknowledging multiple perspectives, critically analyzing knowledge, and judging relevant evidence in context to make informed decisions about what to believe
- ❖ *Complex intrapersonal capacities* enable critical analysis of one's values and social identities to construct a coherent, internal sense of self
- ❖ *Complex interpersonal capacities* enable authentic interdependent relations with diverse others in which perspectives and needs are mutually negotiated

A DEVELOPMENTAL BRIDGE

- ✿ “a holding environment that provides both welcoming acknowledgement to exactly who the person is right now as he or she is, and fosters the person’s psychological evolution. As such, a holding environment is a tricky, transitional culture, an evolutionary bridge, a context for crossing over” (Kegan, 1994, p. 43)

Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press.

BAXTER MAGOLDA STUDY

- ❖ Began with 101 first-year traditional age college students in 1986
- ❖ 80 interviewed annually during 4 years of college [see *Knowing & Reasoning in College*, 1992]
- ❖ 30 remain in study in 25th year [see *Making Their own Way*, 2001; *Authoring Your Life*, 2009]
- ❖ Learning Partnerships Model [see *Learning Partnerships*, 2004]

WABASH NATIONAL STUDY

www.liberalarts.wabash.edu/nationalstudy

- ❖ Designed to discover the student experiences and developmental capacities that affect growth toward seven liberal arts outcomes (King, Kendall, Brown, Lindsay & VanHecke, 2007)
- ❖ Began with 315 traditional age students on six campuses in 2006 [approximately one third identified as students of color]
- ❖ 177 students returned for interviews all four years of their college experience

CAVEATS

- ❖ Developmental narratives offer *possibilities* regarding how to interpret student meaning-making
- ❖ Transferability: educators' responsibility to judge applicability based on deep understanding of particular context
- ❖ Learning partnerships: key to understanding partners and interpreting development in context

FOLLOWING EXTERNAL FORMULAS

- ✿ Believe authority's plans; how "you" know
- ✿ Define self through external others
- ✿ Act in relationships to acquire approval

Baxter Magolda, M. B. (2001). *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling, Va.: Stylus.

CROSSROADS

- ❖ Recognize the importance of hearing one's internal voice and begin work to identify it.
- ❖ Attempt to get internal voice into conversation with external voices.

Baxter Magolda, M. B. (2009). *Authoring your life: Developing an internal voice to navigate life's challenges*. Sterling, VA: Stylus.

TRUSTING THE INTERNAL VOICE: SELF-AUTHORSHIP

- ✿ Realize that reality is beyond your control, but that you can control your reaction to reality.
- ✿ Use internal voice to shape reaction.

Baxter Magolda, M. B. (2009). *Authoring your life: Developing an internal voice to navigate life's challenges*. Sterling, VA: Stylus.

NACADA CORE VALUES

- ❖ Advisors recognize and respect students' diverse backgrounds
- ❖ Advisors help students develop and reinforce realistic self-perceptions and help them use this information in mapping out their futures
- ❖ Advisors encourage self-reliance and support students as they strive to make informed and responsible decisions, set realistic goals, ...

NACADA. (2005). NACADA statement of core values of academic advising. Retrieved from the *NACADA Clearinghouse of Academic Advising Resources* Web site: <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm>

*Complex work &
life challenges*

Challenge

*Develop personal
authority*

*Share authority;
interdependence*

*Respect
learners
thoughts and
feelings*

Learning Partnerships

*Situate in
learners'
experience*

*Mutual learning &
problem solving*



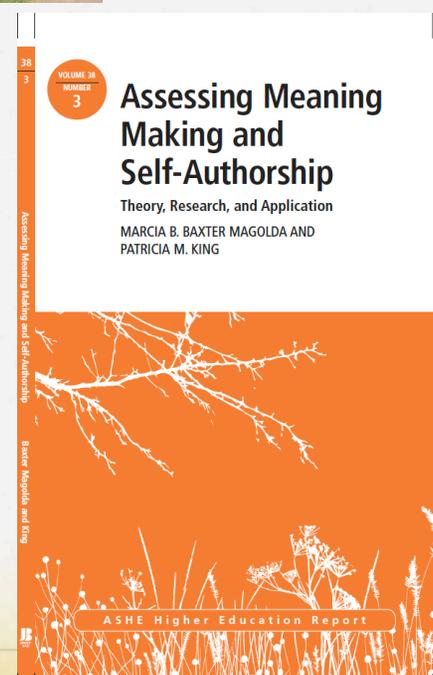
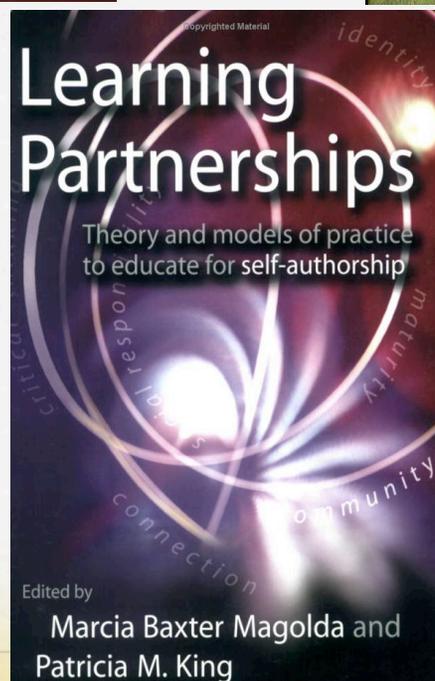
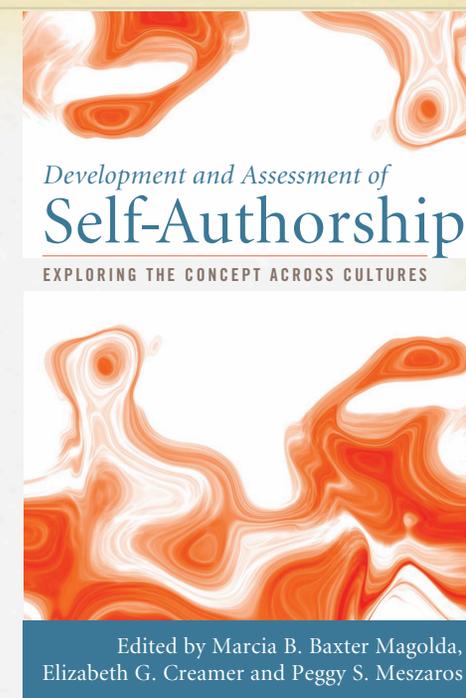
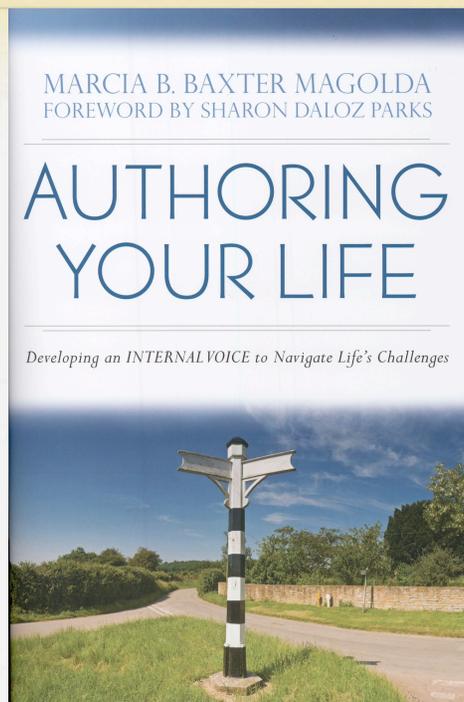
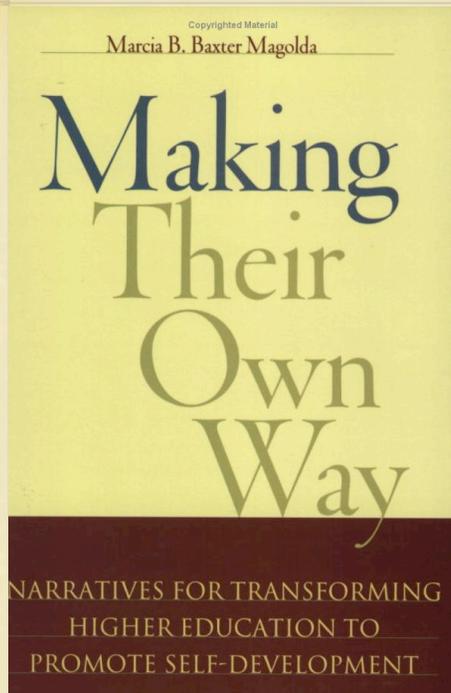
Support

Baxter Magolda, M. B. (2004). Learning Partnerships Model: A framework for promoting self-authorship. In M. B. Baxter Magolda & P. M. King (Eds.), *Learning partnerships: Theory and models of practice to educate for self-authorship* (pp. 37-62). Sterling, VA: Stylus.

REFLECTIVE CONVERSATIONS

- ❖ Encouraging reflection: help persons explore beyond *what* happened to them to *why* it was meaningful and how they interpreted the experience
- ❖ Encouraging interpretation: step back and make sense of how experiences have affected them and how to use those insights
- ❖ Key Element: encouraging persons to make sense of their experience rather than the educator making sense of it for them!

Baxter Magolda, M. B., & King, P. M. (2008). Toward reflective conversations: An advising approach that promotes self-authorship. *Peer Review* 10(1), 8-11.



TRANSFORMATION FOR EDUCATORS

- ❖ Recognize how our authority is interwoven in our behavior
- ❖ Recognize assumptions about students
- ❖ Examine our own development - are we self-authoring such that we can share power and authority with learners? Challenge structures & systems that constrain learning?

LPM AS A PHILOSOPHY

- ❖ LPM is a philosophy about learning and development, about the roles of educators and learners in the learning process
- ❖ LPM dissolves boundaries between learning and development, intellectual and personal development, learning and teaching, and learners and advisors