

Approaches Aiming for Excellence discussion questions

Drake's Advising as Teaching chapter

What do you want students to learn from academic advising? Does your institution/department have measurable learning objectives/outcomes for academic advising? If so, how do you measure these objectives/outcomes? If not, brainstorm what students should learn because of your advising. How can student understanding and action based upon advising be effectively gauged?

Drake notes that "who, what, why, where, and when questions help draw students into the advising conversations" (p.19). What questions do you routinely use to open an advising session? How effective are your questions? What other questions could be used to grab students' initial attention?

How can you lead students to think critically through summarizing, problem solve and compare options? What currently used methods work well? Compare the methods you use with those used by colleagues during inservice over coffee to learn at least two new methods.

What "homework" (independent practice) do you give students to reinforce and apply what they learned through academic advising?

If "the advisor's central responsibility is to facilitate learning" (p. 26) then what steps should advisors take to best help students learn? Use Hunter's nine step process (p. 19 20; 27-39) and the Drake, Hemwall and Stockwell's "Twelve Tips for Good Advising" (<http://www.nacada.ksu.edu/Resources/Product-Details/ID/PG08.aspx>) to discuss with colleagues the components of effective advising sessions. How many of the "Twelve Tips" are used in the scenario described on page 27-30 of the Approaches book? What other questions would have been appropriate for advisor "Drew" to ask student "Ali"?

Which of the 10 strategies for demonstrating care and concern for students (p. 22 – 23) do you routinely use in your advising? Choose one listed strategy that you seldom use and determine when it would be best to employ in advising. Try the strategy in at least three different advising sessions. Note what worked especially well and what didn't. After using the strategy note whether it should be included in your advisor "toolbox" of advising strategies that work.