



Engaging a Community of Learners

*The reciprocity of
advising and teaching*

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Introduction

“Think of academic advising as a course offered to our advisees. We should think of ourselves as teachers, our advisees as students, our offices as classrooms, and student growth – along several dimensions – as the learning outcome of the class”
(Ramos, 2004).



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Creating the Space

First, let's consider...

Open mindset - *dynamic, problem solving*

Fixed mindset – *helpless, blame oriented*

~from *Opening Minds* (Johnston, 2012)



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Creating the Space cont...

- Cultivate an open heartmind – allowing, with room for discovery, suspending judgment
- Engage the self observer – with relaxed alertness. Shifting from reactivity to *response – ability*
- Practice *Presence* – who, when, what
- Work within respectful boundaries and with emotional capacity. Communicating clearly, defining our limits, maintaining caring relationships.



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***while* supporting students in engaging their own self-observer**

- Allowing space for silence and reflection
- Assuring students have a voice
- Engaging the natural back and forth that emerges in the discovery of ideas
- Side by Side.

~from *The 5 Dimensions of Engaged Teaching*
(Weaver & Wilding, 2013)



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Using Effective Advising Tools

- Planning Sheets and 4 Year Plans
 - Planning sheets include GEP and major requirements and suggested electives.
 - General 4 Year plans vs Individualized Plans
- [Advising Guide](#)
 - Program expectations, recommended sequence of major courses, terms courses are offered
- Workshops/Group Meetings/Intro to major courses
- [GPA Warnings](#) and Semester GPA Reviews



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attending to listening and language wonderings...

Are we listening just waiting for our turn to reply?

Or are we listening deeply to know more clearly and understand?



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Responsive Practices ***attending to listening and language***

Using language to support a dynamic, open mindset

Process oriented – sense of agency, engagement motivation

- Engaging dialogic teaching – with speaking and listening as reciprocal processes
- Choosing our words with care and listening deeply

~from *Mindset* (Dweck, 2006)



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Fostering Dialogic Conversations

- Where is the student at? Do they need anything?
 - What is their definition of “fine?”
- The questions and conversation shifts over a student’s career.
 - Course selection, involvement, major/minor expectations, TLC, Career Services, etc.

“At its core, advising enhances student learning, and advisors’ primary objective is to coach advisees into an understanding of the overall structure and logic of their curriculum.”

(Lowenstein, 2005)



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Fostering Dialogic Conversations with struggling students

- What do you think affected your grades last semester?
- What do you plan on/could you do differently this semester?
- Are there certain areas you struggle with?
- How much time did you spend working and volunteering?
- How do you manage your time?
- What will it take to improve your cumulative GPA to a 2.75 (if it is not there already)?



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Dialogic conversations cont...

- *Emphasize that you believe that with a plan, hard work and using university services, the student can succeed.*



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Dialogic Conversation Creates the Possibility for Agency

“The concept of agency in learning is not only central for the individual’s sense of competence and well-being, and for his/her performance, but also indispensable to democratic living...”

(Johnston, 2004).



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Conclusion

- From *Lives on the Boundary*, Rose, p. 225



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