

# **Using Appreciative Advising to Help Students Excel**



**Sandra Y. McGuire, Ph.D.**

**(Ret) Assistant Vice Chancellor & Professor of Chemistry**

**Director Emerita, Center for Academic Success**

**Louisiana State University**

# Desired outcomes

- We will understand why many students don't want to take advice
- We will view our students differently
- We will have concrete strategies that work when advising students
- We will understand the role of metacognition in effective advising
- We will spend time reflecting on improving our advising
- More of our advisees will heed our advice!

# Overview

- Characteristics of many of today's students
- An advising model that works
- The role of metacognition in advising
- Importance of Student *Mindset*
- Wrap Up

# Reflection Questions

- What are the characteristics of a productive advising session vs an unproductive one?
- What are the characteristics of an effective advisor?
- What are the characteristics of a receptive advisee?

# The Generations: 1925 - today

<b>Name</b>	<b>Year Born</b>
■ The Silent Generation	■ 1923 – 1944
■ Baby Boomers	■ 1945 – 1964
■ Generation X	■ 1961 – 1981
■ Generation Y	■ 1975 – 1995
■ Generation Z (Digital Natives)	■ 1995 - present

# Characteristics of Many Gen Y and Z Students

- Have consumer orientation
- Convey sense of entitlement
- Seek instant gratification
- Poor long term planning and problem solving skills
- Expect to be thought of as excellent
- Cynical and skeptical of authority

See Mark Taylor's articles at: <http://taylorprograms.org/drtaylorarticles.html>

# What does NOT work when advising most Gen Y & Z's

- Telling them they are not prepared
- Expecting them to “trust the advisor”
- Expecting that they will know the catalog
- Telling them there is a fixed path
- Advising them to change plans



# What DOES work when advising most Gen Y & Z's

- Beginning with their strengths
- Engaging them in the planning process
- Showing them how to access information
- Encouraging them to plot their own path
- Helping them change strategies, but not necessarily paths
- Encouraging them!





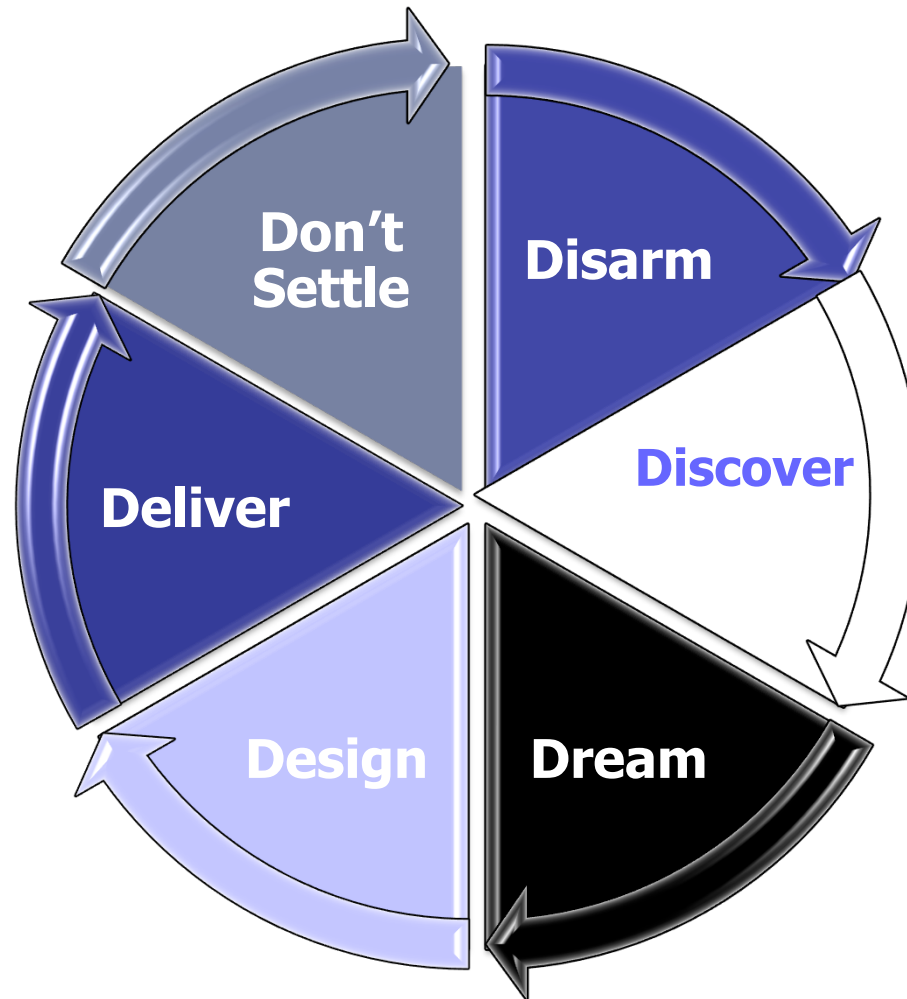
# Appreciative Advising



An Advising Model that Works  
for Contemporary Students

Developed by Jennifer Bloom, Ph.D.

# The Six Phases of Appreciative Advising



▪ Bloom, J. L., Hutson, B. L., & He, Y. (2008) *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

# Description of the Phases of Appreciative Advising\*

- **Disarm**            diffuse defensiveness
- **Discover**        delve into strengths
- **Dream**            imagine possibilities
- **Design**            develop a plan
- **Deliver**          implement strategies
- **Don't  
Settle**                aim for 100% mastery!

\*Bloom, J. L., Huston, B. L., & He, Ye., 2008, *The Appreciative Advising Revolution*. Champaign, IL: Stipes Publishing.

# Metacognition\*:

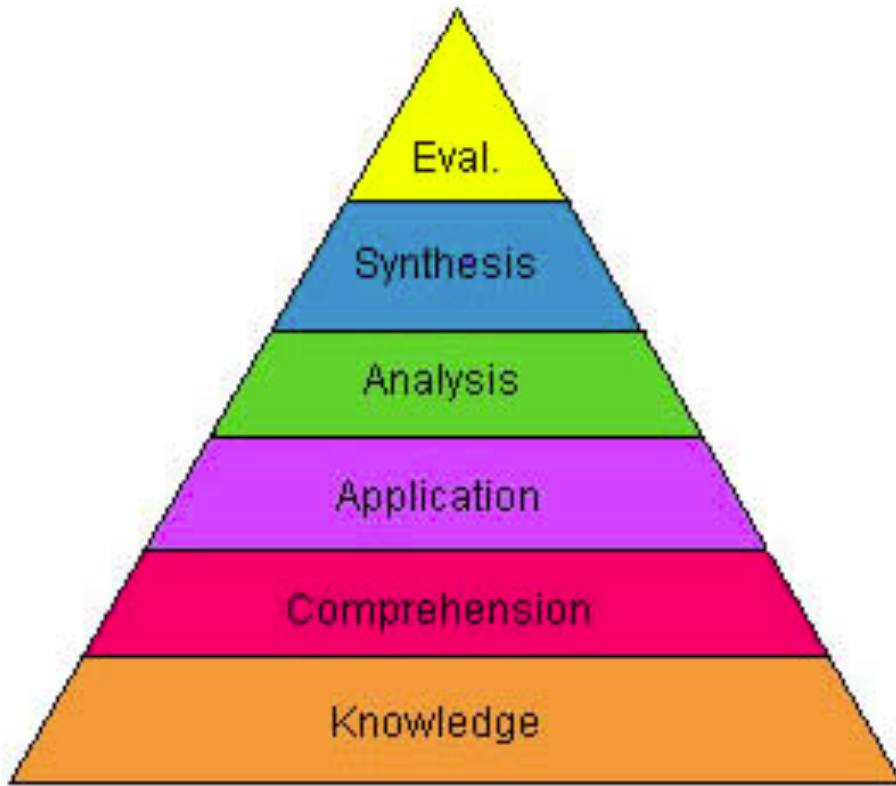
Crucial Strategy for the Design, Deliver,  
and Don't Settle Phases

- Thinking about thinking
- Being consciously aware of yourself as a problem solver
- Planning, monitoring, and controlling your mental processing
- Accurately assessing your level of learning

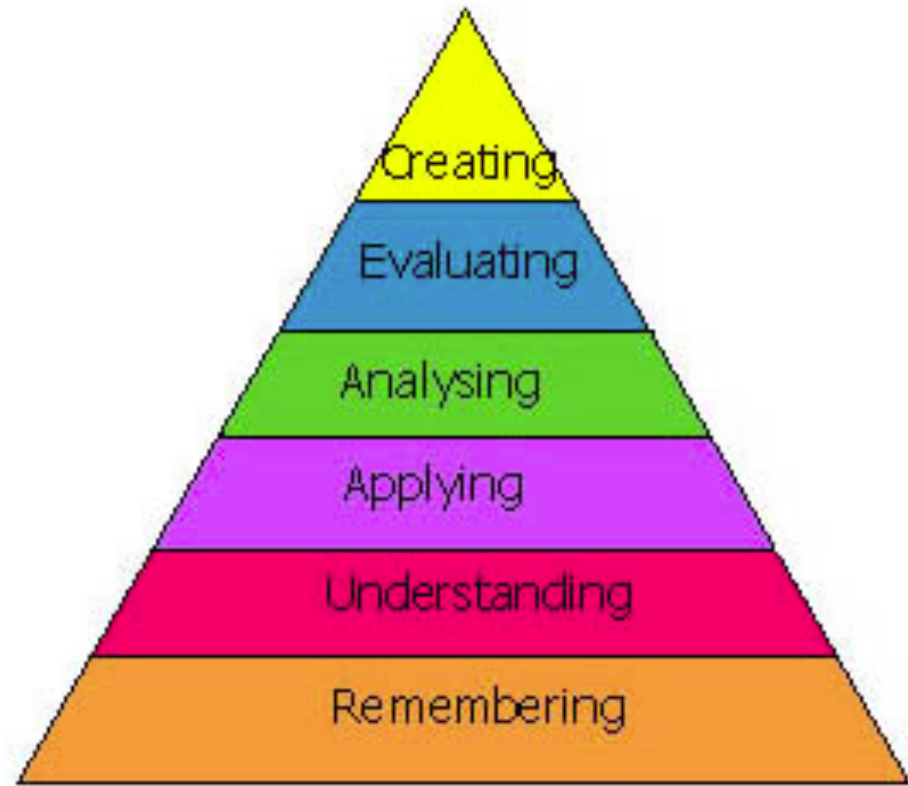


\*Flavell, 1979

# Bloom's Taxonomy



Old Version

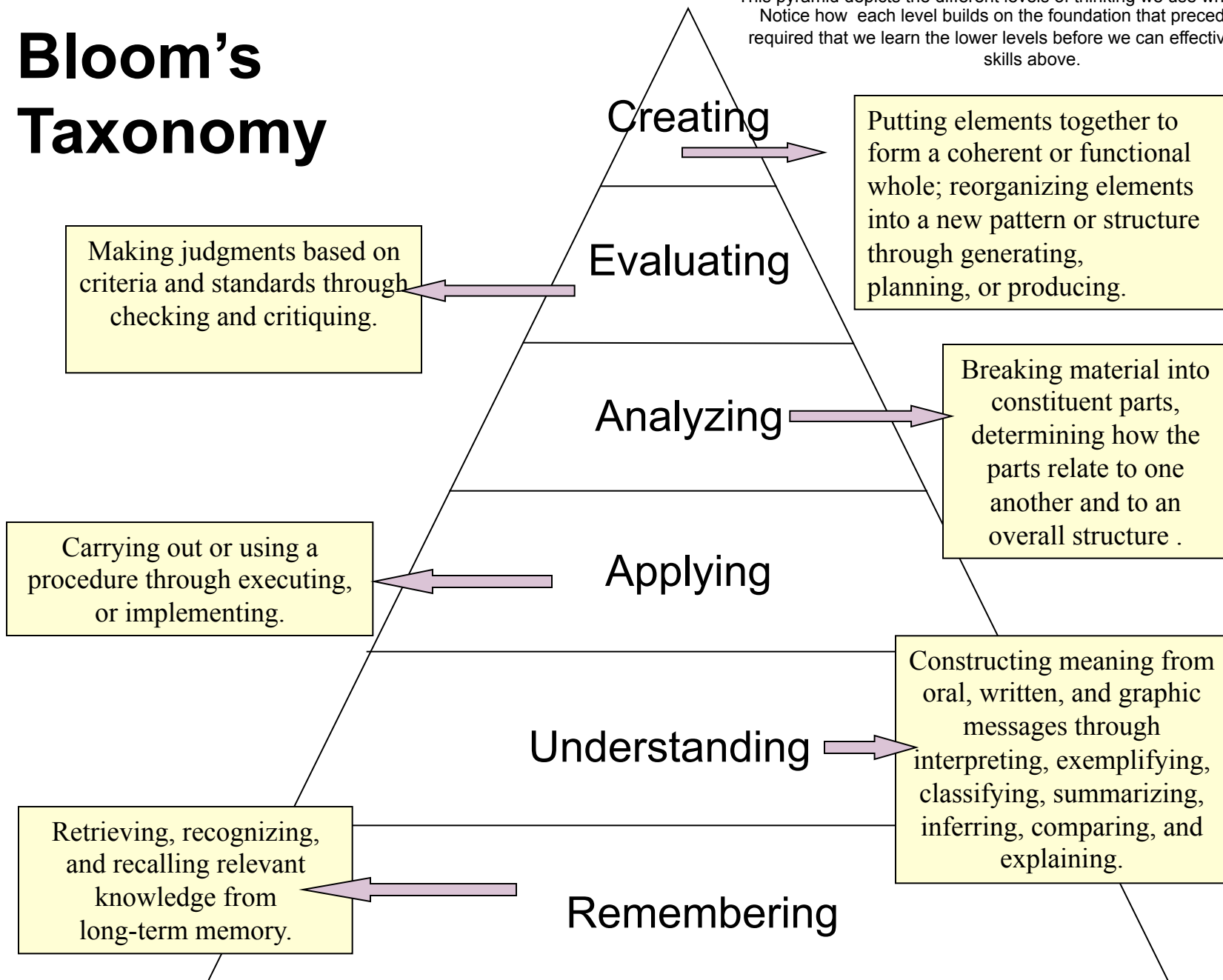


New Version

Anderson & Krathwohl, 2001

# Bloom's Taxonomy

This pyramid depicts the different levels of thinking we use when learning. Notice how each level builds on the foundation that precedes it. It is required that we learn the lower levels before we can effectively use the skills above.



When we teach students  
about Bloom's Taxonomy...

They GET it!



## *How do you think students answered?*

At what level of Bloom's did you have to operate to make A's or B's in high school?

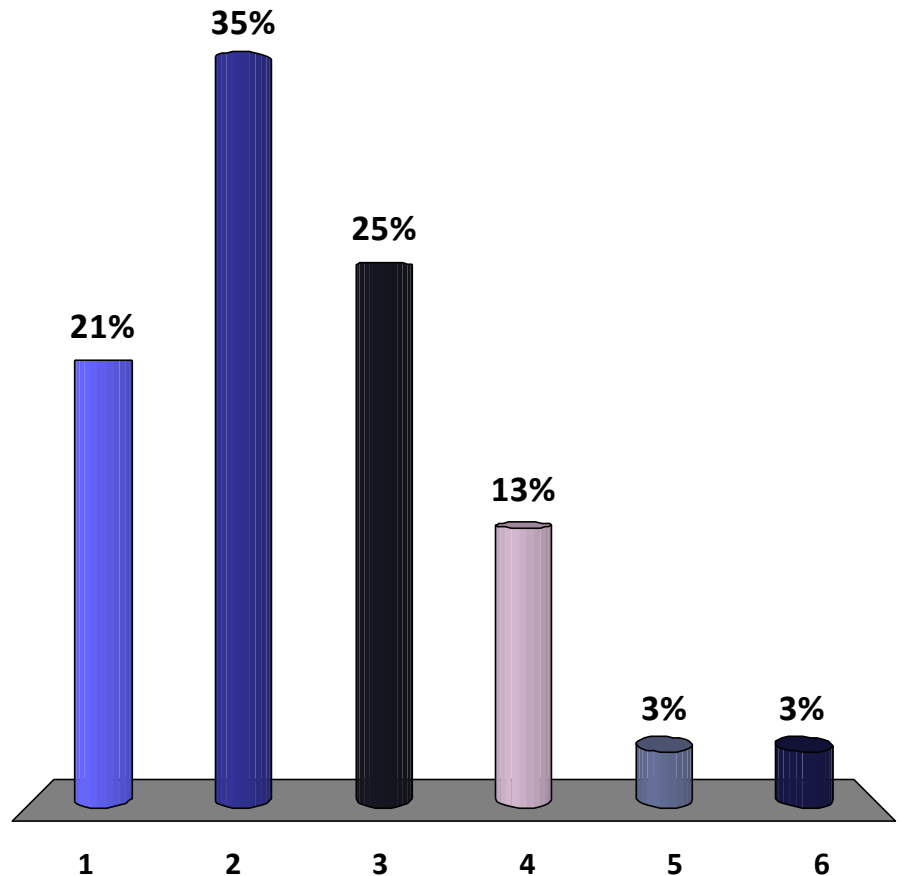
1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating



## *How students answered (2008)*

At what level of Bloom's did you have to operate to make A's or B's in high school?

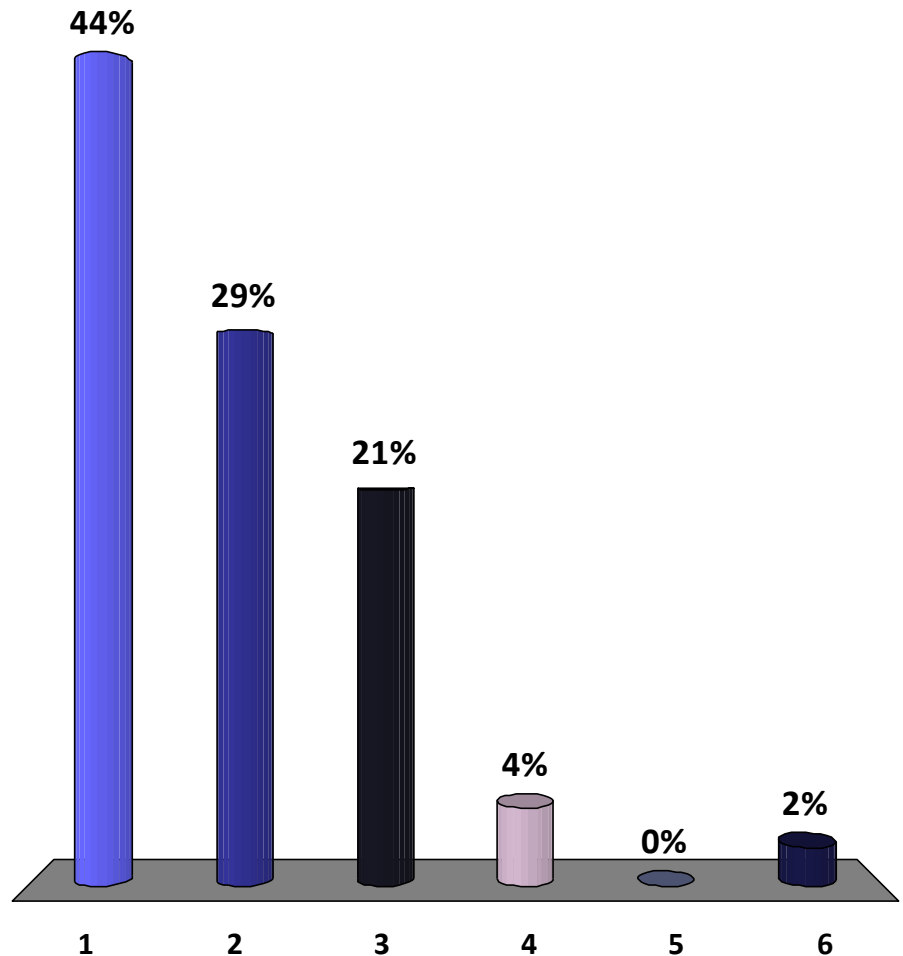
1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating



## How students answered (2013)

At what level of Bloom's did you have to operate to make A's or B's in high school?

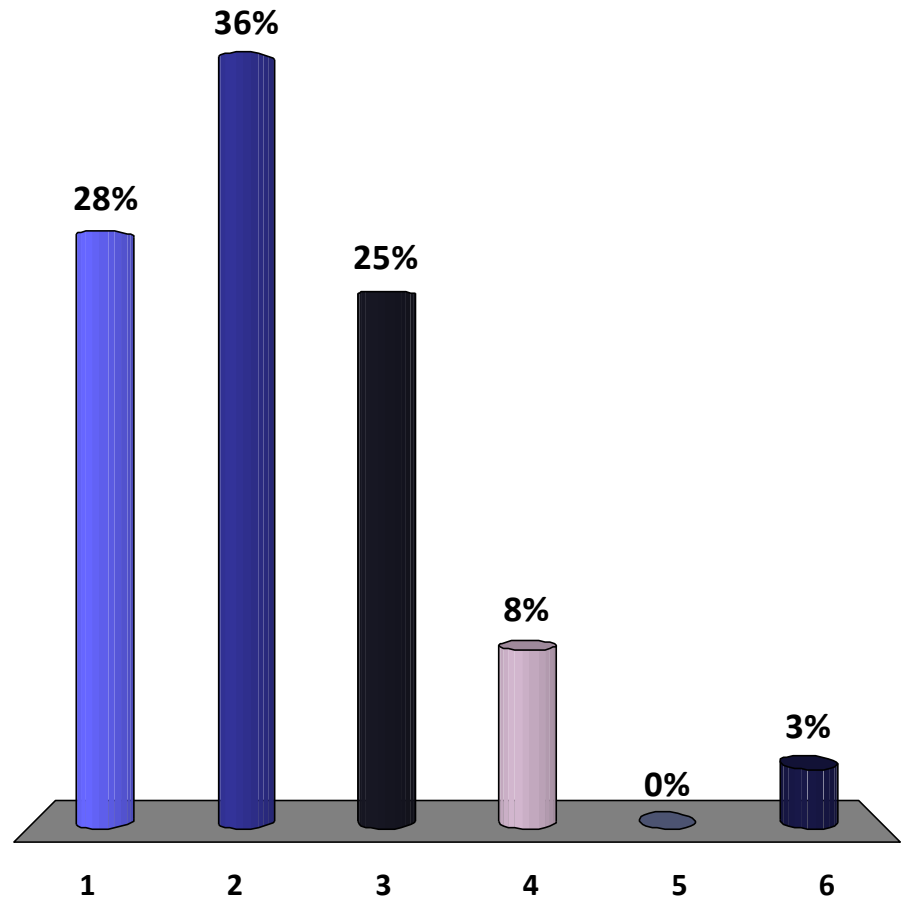
1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating



## How students answered (2014)

At what level of Bloom's did you have to operate to make A's and B's in high school?

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating



## *How do you think students answered?*

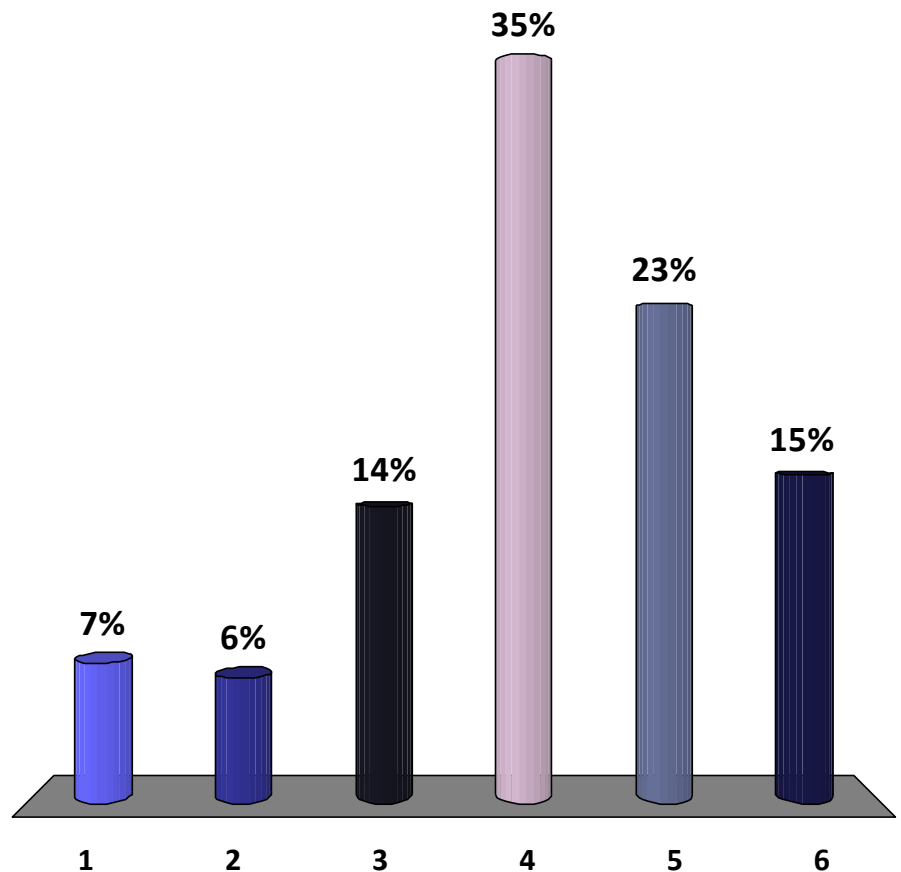
At what level of Bloom's do you think you'll need to operate to make A's in college courses?

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating

## *How students answered (in 2008)*

At what level of Bloom's do you think you'll need to operate to make an A's in college?

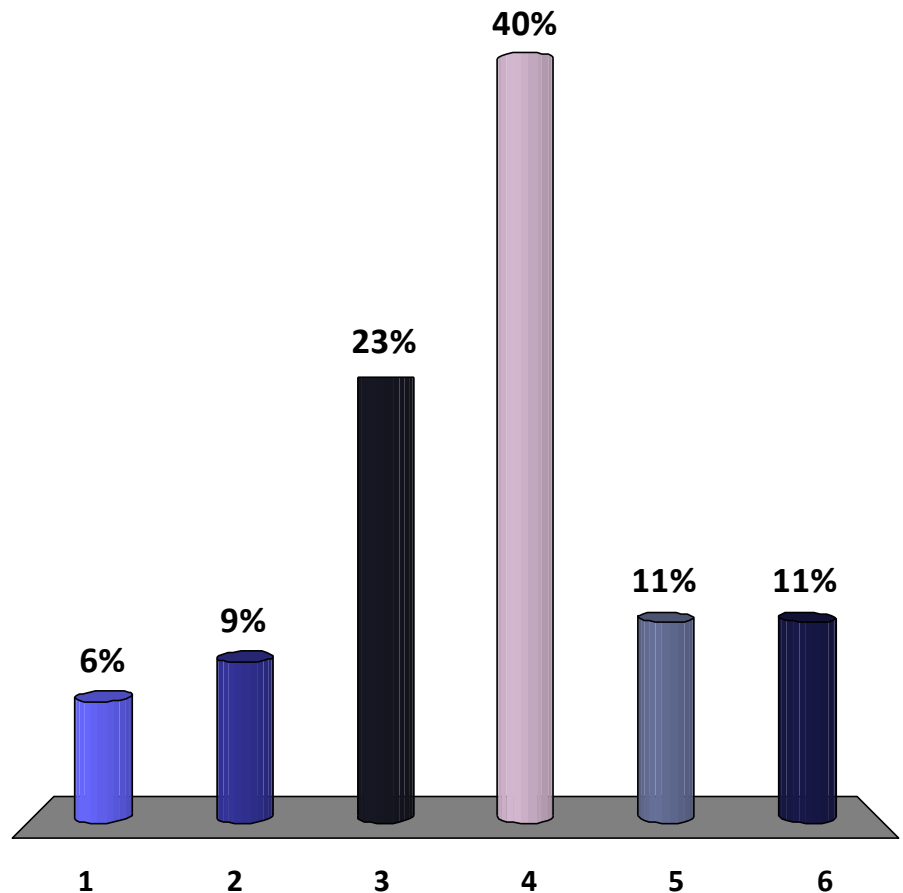
1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating



## *How students answered (in 2013)*

At what level of Bloom's do you think you'll need to operate to make A's in college?

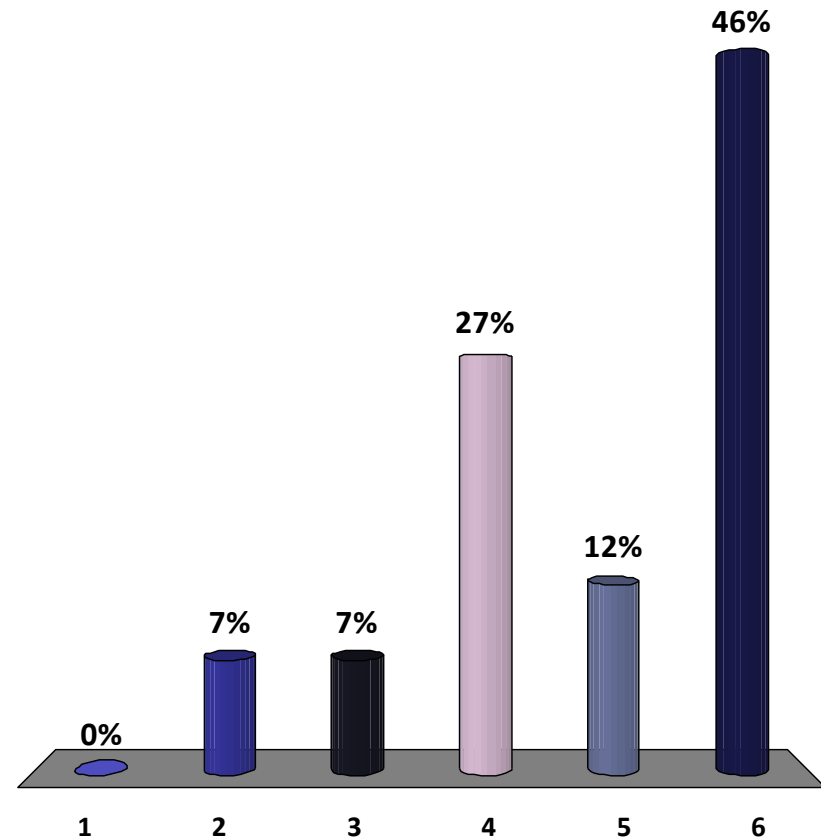
1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating



## *How students answered (in 2014)*

At what level of Bloom's do you think you'll need to operate to make A's in college?

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating



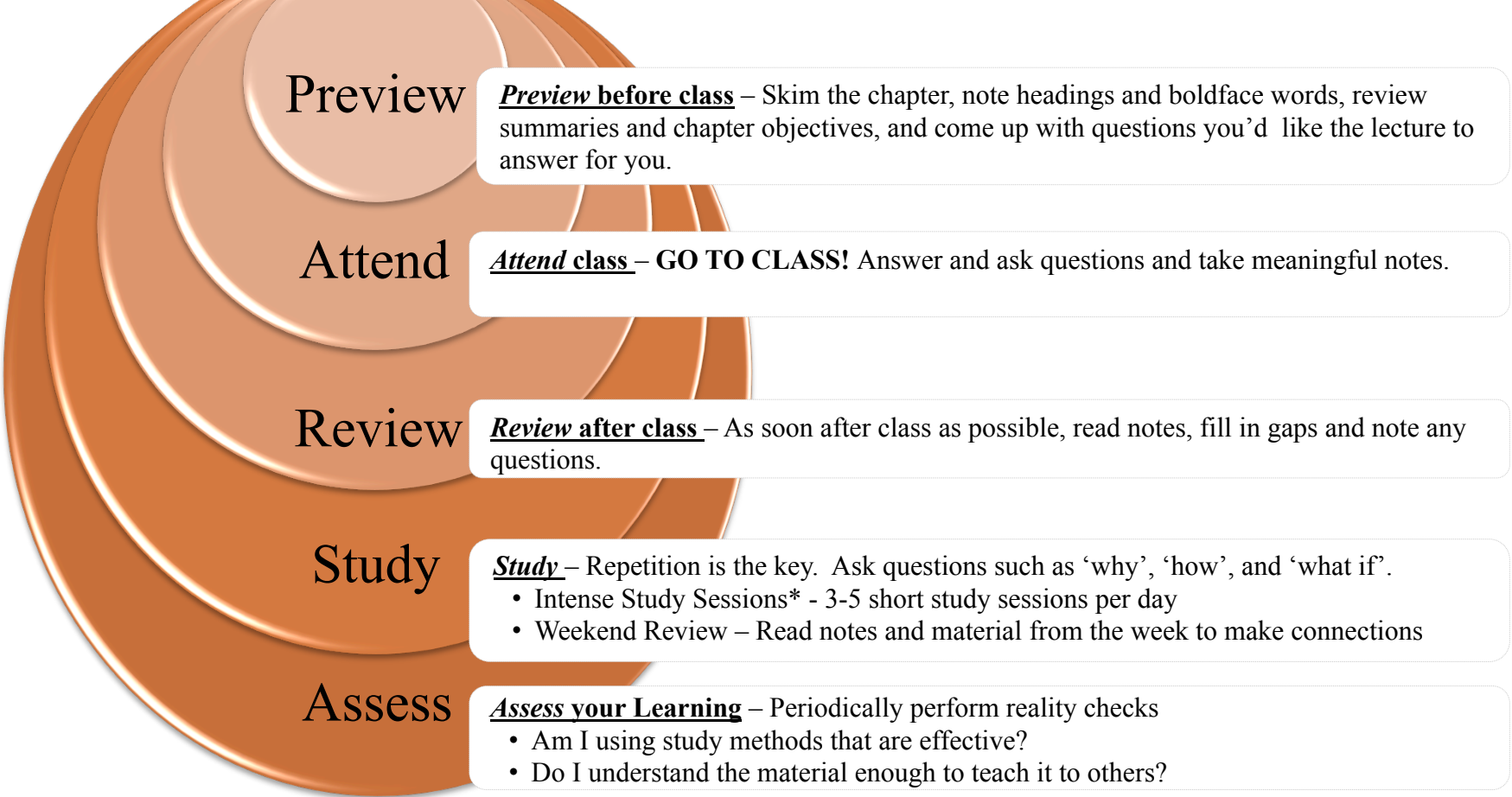
How do we teach students to  
move higher on Bloom's  
Taxonomy?

Teach them the Study Cycle\*



*\*adapted from Frank Christ's PLRS system*





## Intense Study Sessions

1	<b>Set a Goal</b>	1-2 min	<b>Decide what you want to accomplish in your study session</b>
2	<b>Study with Focus</b>	30-50 min	<b>Interact with material-</b> organize, concept map, summarize, process, re-read, fill-in notes, reflect, etc.
3	<b>Reward Yourself</b>	10-15 min	<b>Take a break-</b> call a friend, play a short game, get a snack
4	<b>Review</b>	5 min	<b>Go over what you just studied</b>

# Student Reaction to Appreciative Advising

Dr. McGuire,

THANK YOU BEYOND ALL THANKS for your guidance and patience... I managed to get all A's this semester: On my last final today at 3, I scored 112 out of 100... I am so happy and overjoyed! I wanted to share the good news and tell you that I totally support everything that you guys do and I want to help others in the same way that you helped me. I am truly appreciative and want to thank you for EVERYTHING!!

P.S. I believe my GPA has gone from a sad probation 2.77 to a Happy FREE 3.38... so I'M FREE from the academic shackles!!!

# Final Activity

Choose one phase of the Appreciative Advising Model that you have not tried, and develop a plan to use it.

# Special Note

And visit the LSU Center for Academic Success website at [www.cas.lsu.edu](http://www.cas.lsu.edu).

We have on-line workshops and other information that will introduce you and your students to effective metacognitive strategies.

Have fun teaching your students powerful metacognitive strategies!

# References

- Bloom, J. L., Huston, B. L., & He, Ye., 2008. *The Appreciative advising Revolution. Champaign, IL: Stipes Publishing.*
- \*Bransford, J.D., Brown, A.L., Cocking, R.R. (Eds.), 2000. *How people learn: Brain, Mind, Experience, and School.* Washington, DC: National Academy Press.
- \*Cromley, Jennifer, 2000. *Learning to Think, Learning to Learn: What the Science of Thinking and Learning Has to Offer Adult Education.* Washington, DC: National Institute for Literacy.

# References continued

- Flavell , J. H., 1979. Metacognition and Cognitive monitoring: A New Area of Cognitive-developmental Inquiry. *American Psychologist*, 34 (10), (906-911).
- Taylor, M. 2005. "Generation neXt: Today's postmodern student-meeting, teaching, and serving." In *A Collection of Papers on Self-Study and Institutional Improvement, 2005:4*. Chicago: *The Higher Learning Commission*.
- <http://www.appreciativeadvising.net/>

# Questions

