

# \* Advising as Teaching

Donna Burton

Assistant Director

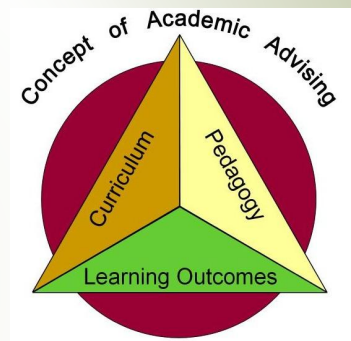
Academic Advising Services

North Carolina State University

- \*Be able to articulate similarities between advising and teaching undergraduate students
- \*Know four steps for conducting a pedagogical advising session
- \*Be able to design a session using the steps

**After today, you will.....**

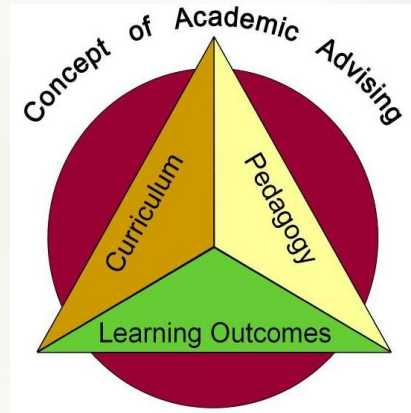
Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: **curriculum** (what advising deals with), **pedagogy** (how advising does what it does), and **student learning outcomes** (the result of academic advising).



## **NACADA - National Academic Advising Association - Preamble**

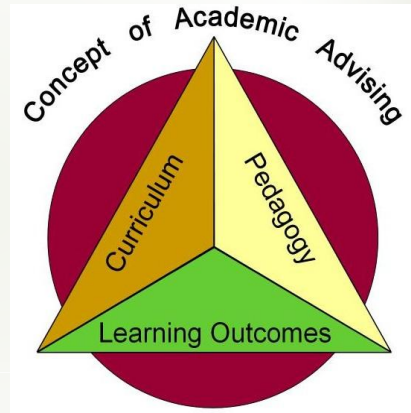
## The curriculum

**Knowledge** students need to achieve their educational, vocational, and personal goals



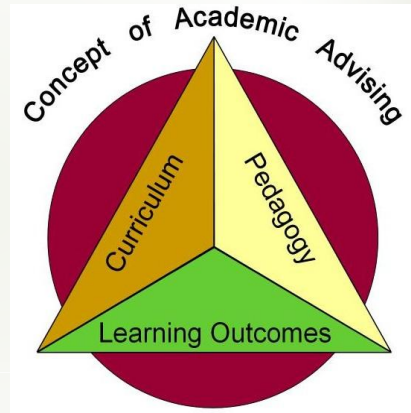
The pedagogy

Methods that will  
**empower** the student to  
continue learning



**The learning outcomes**

What the student should be able to know, do, or appreciate as a result of advising



**But what does this  
look like in day to  
day advising?**

What are some parts of your advising **CURRICULUM**?



What are some of the **PEDAGOGICAL** methods that you might use in teaching advisees?



What are the **LEARNING OUTCOMES** you have for your students?





**One way to incorporate these concepts  
into day-to-day advising**

**The pedagogical advising appointment**

✓ **Clarify** the purpose of the appointment - why is the student here today?

✓ **Gauge the student's knowledge** through questioning - have student demonstrate use of online tools if necessary

✓ **Fill in the gaps** - what else does the student need to know? **Model** how to find information - show you are a learner, too

✓ With the student, **determine action items** - homework -for the student to complete



**\*Clarify**

*“Hi, Pat - thanks for coming in today. You emailed me yesterday and said you want to drop your math course. Is that right?”*

**\*Gauge the state of the student’s knowledge** by asking the student to demonstrate what he or she knows

*“Can you log in to your online account and show me how your grades have been so far?”*

*Go through the steps with an example.*



**\*Fill in the gaps**

Let's say the student wants to drop the course because of one poor test grade. The student is unaware of tutoring resources on campus. The advisor can share how these are accessed by having the student go to that website and then look at various academic support options.

**\*Determine action items - homework**

*"We've talked about your contacting the tutorial center to learn more about how they can help you improve your performance in math. Once you've done that, email me and let me know that has happened and what you plan to do next."*

*Go through the steps with an example.*

## With a partner.....

**A student comes in wanting to register for Spring, 2016, courses.**

What is one question you can ask at each of the first two steps:

- ❑ **Clarify**
- ❑ **Gauge the student's knowledge**

Let's say the student doesn't know how to select appropriate courses. What is one way you can **fill in the gap**?

What is one "action item" or **homework** you can give the student?

# \*Advising as Teaching

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-as-teaching-resource-links.aspx>

National Academic Advising Association Advising as teaching resource links - you do not have to be a member of NACADA to access the clearinghouse

**\*Questions?**

Contact Donna Burton at  
[djburton@ncsu.edu](mailto:djburton@ncsu.edu)