Transformative Advising
--- A New Approach to International Student Advising

Charles Shi
International Student Advisor
The University of British Columbia
Agenda

• What is advising?---Reflections
• Approaches of advising
• The changing landscape of post-secondary education
• Transformative learning theory
• Transformative advising & practical advising strategies
• Case studies
Part One: What Is Advising?

http://www.youtube.com/watch?v=Fg_hzar4CYc
What Is Advising?

supporting  mentoring  integrated learning
facilitating  engaging interaction  teaching
assisting in planning  assisting in decision making  coaching
promoting self management
problem solving  encouraging growth
providing information and advice
sharing experience  helping
What Is Advising?

Advising “may be the universal task in student affairs, because it exists at the foundation of much of the work we do” (Patricia Love, 2003).

“The fundamental purpose of academic advising is to help students become effective agents for their own lifelong learning and personal development” (Chickering, 1994)
Areas of international student advising

- Direct student to resources about immigration regulations on study permit, visas and work permits
- Health insurance, financial concerns, family support, custodianship, homestay...
- Academic transition, ways of learning
- Cultural transition, intercultural learning
- Employment and competence development
- Career building and life planning
- Intervention and advocacy

Advising is everything we do to facilitate student transformative learning
Part Two: Approaches to Advising

- Prescriptive Advising
- Developmental Advising
- Intrusive (Proactive) Advising
- Strengths-based Advising
- Appreciative Advising
Prescriptive Advising

- Provide information and direct the student to meet requirements
- Doctor-patient relationship
- Directive and instructive methods
Developmental Advising

- Growth oriented and needs based---Focuses on the needs of whole student in different stages of growth
- Goal-oriented---Engage students in achieving personal and professional goals
- Informal and personal relationship
Intrusive (Proactive) Advising

- Proactive intervention with a specific program of action to “involve and motivate students to seek help when needed.” (Earl, 1987)
- Recognizing the needs of “at-risk” students
- approaching students before situations develop
- Deliberate, structured and institution-initiated
- [youtube](http://www.youtube.com/watch?v=Jw-tHV3pbG8)
Strengths-based Advising

- Focuses on areas of talent and engagement instead of areas of needs
- Focus is on possibilities instead of problems
- “People do not grow by concentrating on their problems. . . . The effect of a problem focus is to weaken people’s confidence in their ability to develop in self-reflective ways.” Weick et al. (1989)
Appreciative Advising

- “Intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.” Bloom, Hutson, & He (2008). The Appreciative Advising Revolution.

- The Six Phases of Appreciative Advising
  
  http://www.youtube.com/watch?v=gRbEc2L2iLg
  
  http://www.youtube.com/watch?v=Y7Znsvt3iwk
Part Three: The Changing Landscape of Post-Secondary Education
“Canadian students are increasingly taking non-linear pathways through post-secondary education (PSE). ...the structures of post-secondary systems ...do not always provide clearly apparent and unobstructed pathways for students, particularly for mobile students.” ---Canadian Council of Learning

http://www.ccl-cca.ca/CCL/Reports/PostSecondaryEducation/PSEHome/PSEChallengesMonograph2.html

The Changing Landscape in Post-Secondary Education

Finding 1: Nontraditional students are the new majority.

75% of students are college commuters, often juggling families, jobs, and school.

25% of students attend full-time at residential colleges.

Finding 2: Too few students graduate. For part-timers, results are tragic—even when they have twice as much time.

<table>
<thead>
<tr>
<th>Program</th>
<th>Full-time %</th>
<th>Part-time %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-year certificate</td>
<td>27.3%</td>
<td>11.8%</td>
</tr>
<tr>
<td>2-year associate</td>
<td>18.7%</td>
<td>7.4%</td>
</tr>
<tr>
<td>4-year bachelor’s</td>
<td>60.6%</td>
<td>25.6%</td>
</tr>
</tbody>
</table>

Who are today’s college students?

39% of today’s college enrollments are adults over the age of 25

Not Just for Recent High School Grads

1 out of 4 college students are older than 30

20% By the year 2020, enrollment of students over 25 is expected to increase by 20%.

Did you know?

There are more than 7 million adult students

---Collegenetwork.net

http://community.pearson.com/courseredesign/general/infographics/who-are-todays-college-students/
The changing landscape, the diverse student body and new ways of learning requires a new approach to advising, which must be inclusive, integrated and learning centred to enhance student learning experience. Transformative Advising emerges in this context.
Part Four: Transformative Learning Theory
Transformative learning is “the process by which we transform problematic frames of reference (mindsets, habits of mind, meaning perspectives)—sets of assumption and expectation --- to make them more inclusive, discriminating, open, reflective, and emotionally able to change. Such frames of reference are better than others because they are more likely to generate beliefs and opinions that will prove more true or justified to guide action.”

Transformative Learning
--- Perspective Transformation

Transformative learning process:

Critical self-reflection

Prior interpretation/perspective → New revised interpretation/perspective → Action

More inclusive, discriminating, open, reflective and emotionally able to change.
Transformative Learning
--- Perspective Transformation

Frame of references
Habits of Mind, Meaning perspectives

Sociolinguistic
Moral-ethical
Learning styles
Religious
Aesthetic
Health
Psychological
Transformative Learning
--- from Individual Growth to Social Transformation

- Transformation as **individuation** (Robert Boyd)
  - Deeper **understanding of self** and **identity**
  - Discover new talents, sense of empowerment/confidence, self-responsibility

- Transformation as **development** (Larry Daloz and Robert Kegan)
  - Life long **progressive growth**
  - New **ways of knowing**

- Transformation as **social emancipation** (Paulo Freire)
  - Ongoing dynamic process of **awakening of critical consciousness** and rediscovering the power to **transform society** and reality
Transformative Learning

--- *from Individual Growth to Social Transformation*

Transformation in the context of social change

Progressive growth and new ways of knowing

Transformation of identity and understanding of self

Perspective Transformation
Transformative Learning
--- *from Individual Growth to Social Transformation*

Transformation in the context of social change

Progressive growth and new ways of knowing

Transformation of identity and understanding of self

Perspective Transformation

Emotion
Intuition
Imagination

Cultural, spiritual, racial, ecological & planetary context
Part Four: Transformative Advising and Practical Advising Strategies
Transformative Advising as a New Approach

- Inclusive and Integrated approach
  - Problem solving (immediate) vs. proactive coaching or intervention (near future) and mentoring (long term life goals)

- Holistic view of student development:
  - individual development in the diverse social and cultural context
  - multi-level, multi-dimensional individual transformation

- Learning-centred
  - Enhance learning through critical reflection
  - co-learner relationship, sharing information, reflecting on ideas, perspectives and experience and facilitating learning, growth and transformation.
Key Elements of Transformative Advising

- **Learning opportunity**
  - Turn every moment of interaction into a learning opportunity

- **Co-learning**
  - As an advisor, you are learning as well, learning from and with students

- **Critical reflection**
  - Facilitate the process of reflection and learning of new perspective

- **Learning outcome**
  - Did the student feel supported and confident about her/him-self? Learned something new? Knew how? ...
Practical Advising Strategies

1. Create welcome and positive atmosphere for engaging interaction
2. Build bonds with students
3. Enhance students’ self-esteem and make students feel special

“Confident learners have courage” ---Guy Claxton
Practical Advising Strategies

4. Clarify before offering solutions
5. Encourage critical reflection
6. Engage students in search for options (brainstorming)
Practical Advising Strategies

7. Facilitate action plan
8. Extras are NOT extra
9. One step further---Be proactive
10. Teach to fish or give a fish?

“Learning to learn is a key goal in a 21st century curriculum” -
-- Guy Claxton
Advising Strategies: Institutional Practice

1. Collaboration---Retention Group
2. Be Proactive---Early Alert
3. Peer Advising---Peer Coach/RA in residences
4. Group Advising --- Workshops
5. Online Advising Management System (OAMS)
Part Five: Case Studies
Case Study

Hyun Jae is a second year transfer student in Arts. She was referred to you by an academic advisor because her passport will expire in a month but she does not know how to renew. She has failed a mid-term exam and felt so stressful that she cannot sleep well. At night when she cannot sleep she often leaves a light on and her roommate complained about it and told her to see a doctor. She went to see a doctor but found out she had to pay as she does not have MSP, so she decided not to see a doctor. Her roommate then suggests she should go to Counselling Services but she insists that she does not have mental problems.
Case Study

1. What are the issues and the challenges faced by the student including potential difficulties? *(Make a list)*
2. What are the learning opportunities in this case for the student? *(Think about changing the frame of references)*
3. What do you need to do to facilitate transformative learning process? *(Make a list of anything you want to do or think of)*
4. How do you ensure the student is supported by the campus supporting network?
5. How do you ensure the learning outcomes?

Each group appoints a representative to report to all the participants after discussion
Case Study---What You May Do

1. Identify learning opportunities regarding self-management, dealing with challenges, intercultural learning, academic transition, and self-awareness and esteem, etc.
2. Facilitate the process to help the student analyze the issues and identify the challenges
3. Encourage the student to find out her strengths and regain her confidence
4. Assist in exploring campus resources and thinking about options
5. Facilitate decision making process to make step-by-step action plan
6. Check into communication preference and set up follow-up time and methods
7. Collaborate with campus partners to ensure the student is supported by related parties
8. Follow up with the student to continue to provide support and ensure the implement of the action plan
References


THANK YOU!

Charles Shi
International Student Advisor
The University of British Columbia