

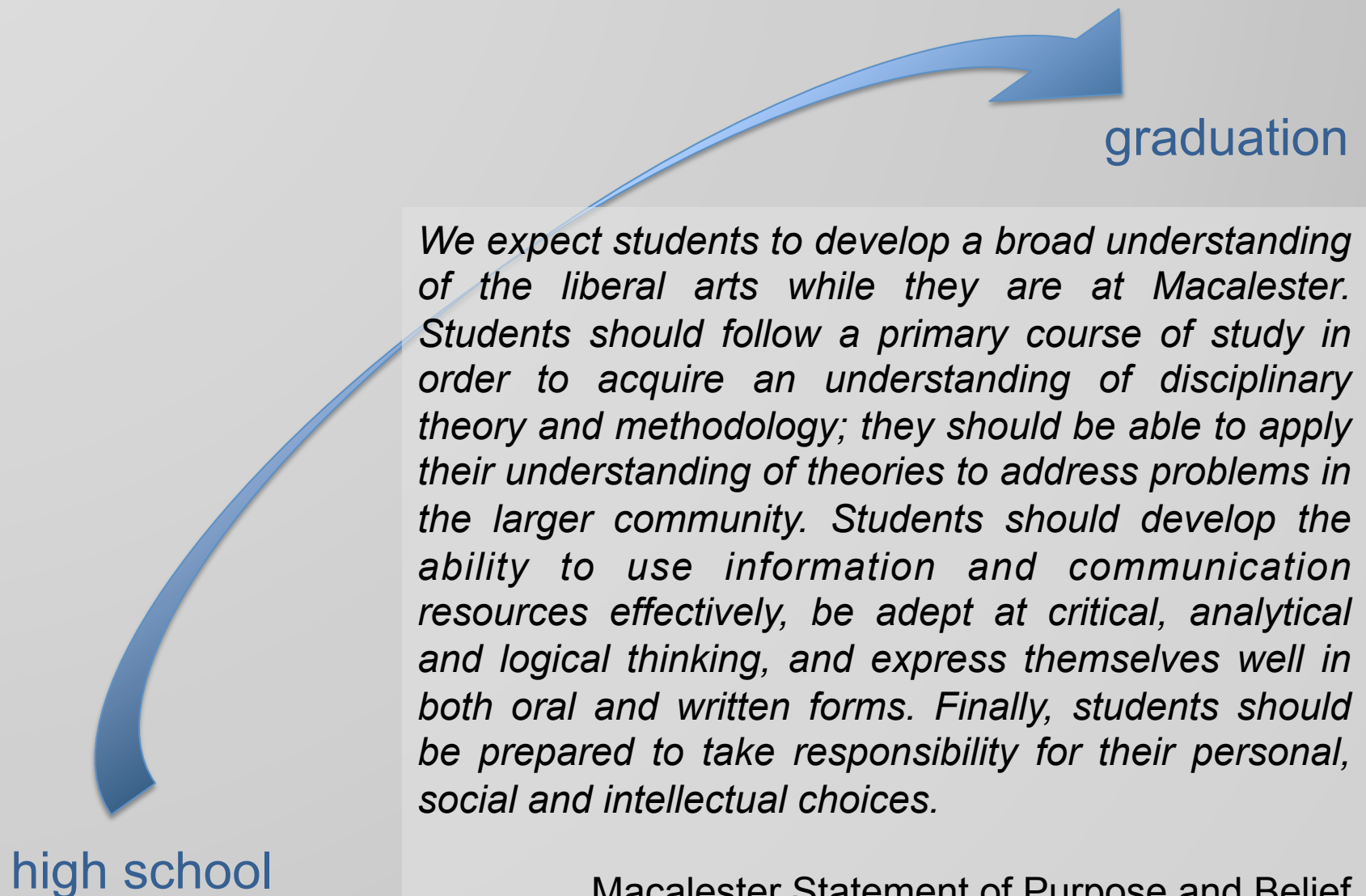
Intentional Advising:

A Meta-Curriculum of Reflective Conversations

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CST Advising Panel – 15 February 2016

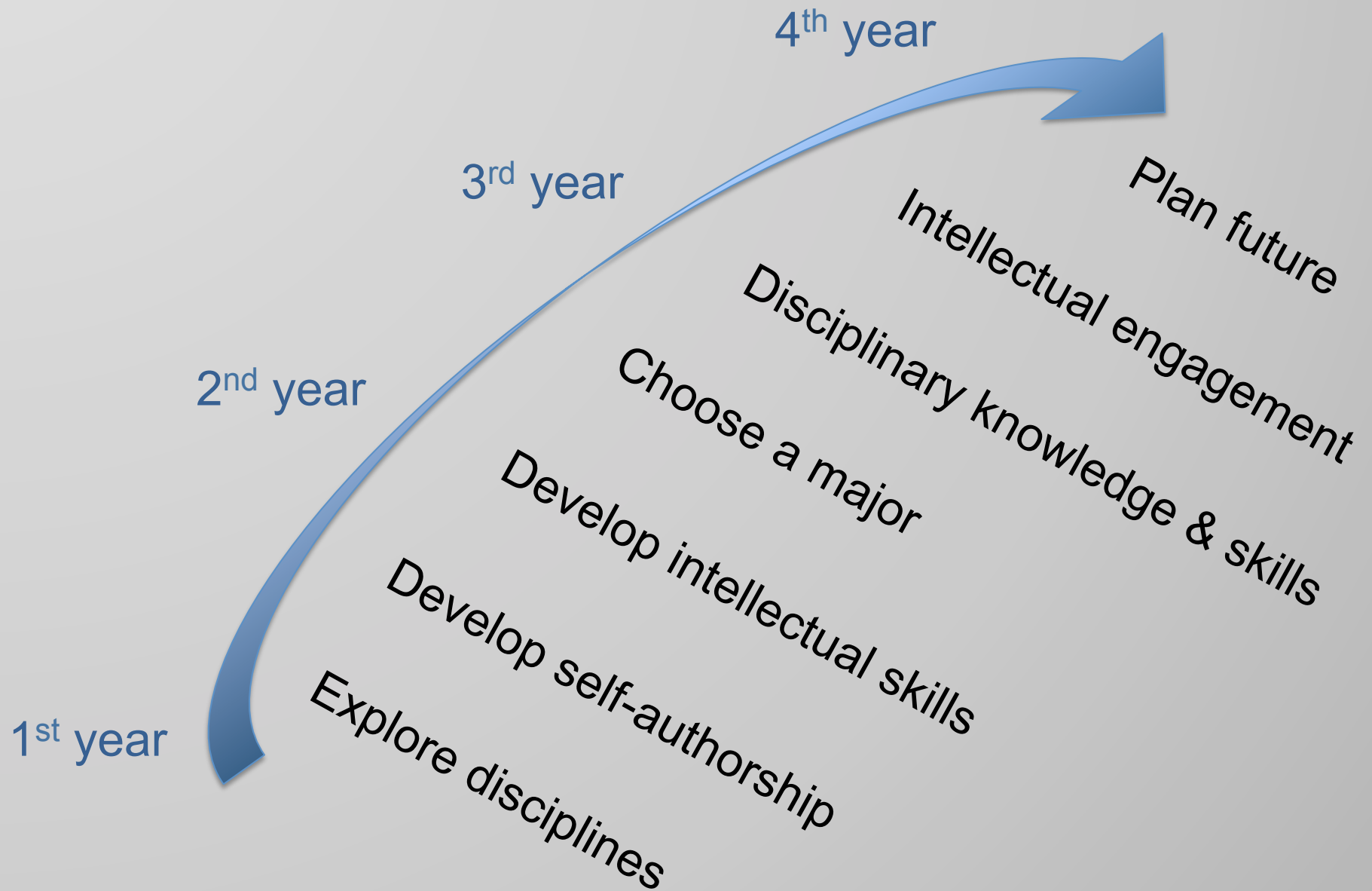
Arc of a Macalester Education



We expect students to develop a broad understanding of the liberal arts while they are at Macalester. Students should follow a primary course of study in order to acquire an understanding of disciplinary theory and methodology; they should be able to apply their understanding of theories to address problems in the larger community. Students should develop the ability to use information and communication resources effectively, be adept at critical, analytical and logical thinking, and express themselves well in both oral and written forms. Finally, students should be prepared to take responsibility for their personal, social and intellectual choices.

Macalester Statement of Purpose and Belief

Arc of a Macalester Education



Advising Themes

Sem	Goals	Advising Theme
All	Learning to Learn	Intentional Learners
1	Liberal arts	Exploration
2	Developing self-authorship	Agency
3	Intellectual & practical skills	Practice
4	Electing a major	Joining a community
5	Professional skills	Disciplinary knowledge, skills & dispositions
6	Capstone Research	Intellectual engagement
7	Preparing to Graduate	Vocation & Next Steps

Model for Intentional Advising

- Students Complete Pre-Advising Reflection
 - Hosted by Google Form
 - Identify, reflect, and interpret experiences
- Read by Instructor Before Advising Session
- Starting Point of Advising Conversation
- Promotes Development of Reflective Practices and Self-Authorship

Reflections on Learning

- Identify two specific learning goals you have for the semester ahead at Macalester, and explain how you might be able to achieve them and what will be required of yourself and others to do so.
- What general skills (e.g., quantitative, writing, critical thinking, speaking) would you like to improve? Identify one interesting course that would further your efforts in this area.
- What aspects of learning (e.g., asking questions in class; arranging meetings with professors; deeper reading; deeper study strategies; turning in assignments on time) would you like to work on during the next semester? Describe a strategy for doing this during the next semester.

Example Reflective Prompts

- Describe the aspects of your college experience that have brought you the most joy or satisfaction. Why...
- Describe one way in which you are now different from the person who first arrived. Do you have new knowledge that gives you a different understanding of the world...
- Identify at least one (kind of) course to take that will involve exploration of the unknown and/or risk-taking.
- Identify at least one curricular or co-curricular opportunity to investigate.
- Have your long-term career or educational interests or goals changed? If so, how are they different? If not ...
- What sorts of learning experiences, relationships, abilities, would you like to cultivate over your remaining college...

Sources of Inspiration

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Hemwall, M.K., and Trachte, K.C., 2005, Academic Advising as Learning: 10 Organizing Principles: NACADA Journal, v. 25(2), p.74-83.

Student Advising Lifecycle: Macalester Resources for Faculty website: <http://www.macalester.edu/academicprograms/academicadvising/faculty/lifecycles/>

White, E.R and Schulenberg, J., 2012, Academic Advising – A Focus on Learning: About Campus, January-February, 2012, p. 11-17.