Active Learning Advising Methods and Approaches:
Motivational, Developmental, Appreciative, Strengths-Based, Socratic, Hermeneutic, etc.

Passive Forms (advisor describes, instructs, informs, establishes priorities . . .)
- Prescriptive
- Intrusive
- Transactional
Characterized by show and tell—student listens, remembers, understands . . .
Advisor pushes information in the form of service

Foundation:
Learning-Centered Advising
Through open-ended dialogue, learning-centered advising encourages active engagement, recognizes and explores “multiple influences” (Terenzini, 2007, para. 6) on learning and development, and provides both challenge and support while reinforcing high standards (Cohen, Steele, & Ross, 1999). It also creates opportunities for critical thinking and reflection that help students examine, “interpret” integrate, and “personalize” their educational experiences (Hagen & Champlin-Scharff, 2013, p. 223). It emphasizes progress, growth, discovery, “connectiveness” (Hagen & Champlin-Scharff, 2013, p. 228), engagement (Kuh, 2007), and the pursuit of meaningful personal and intellectual goals.

Active Forms (Advisor is facilitator, student makes meaning, sets priorities and goals, etc.)
- Coaching
- Mentoring
- Academic Counseling
Characterized by call and response—student discusses, analyses, evaluates, puts into practice, creates . . .
Advisor pulls information in their role as educator

In practice advisors are blending and synthesizing approaches and methods (and using both passive and active forms in individual interactions) depending on advising objectives and the student’s unique needs and circumstances.

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