



Attention-Transition Ahead

Transition

An action word

noun: **transition**

the process or a period of changing from one state or condition to another.

verb

verb: **transition**;

undergo or cause to undergo a process or period of transition.

www.dictionary.com

Learning Outcomes

- Discuss key concepts related to Transformative Learning Theories and Solution Focused Talk
- Develop an understanding of the roles professionals and institutions represent within the construct of transition hurdles
- Investigate basic concepts related to student development, institutional support and transition hurdles
- Apply a Transformative Advising framework to transition issues
- Develop solutions to transition hurdles

What is our role in student transition?

According to a study done by Postareff et al. (2017)

“The results indicate that it is not enough to focus on supporting successful learning, but that attention should also be paid to promoting students’ positive emotions and well-being at this time. “

Postareff, Liisa, Mattsson, Markus, Lindblom-Ylänne, Sari, & Hailikari, Telle. (2017). The Complex Relationship between Emotions, Approaches to Learning, Study Success and Study Progress during the Transition to University. *Higher Education: The International Journal of Higher Education Research*, 73(3), 441-457.



5 minute Brain Storm

- A first year student comes in and tells you he is failing math and needs help to decide if he should keep going. Today is the last day he can drop without academic penalty
- You only have 15 minutes to spend with him
 - Discuss with your group what key questions/messages/concepts you need to understand/deliver
 - Using one word-how would you describe this situation?

Our roles have a duality to them

Advocacy

Rules and Regulations

Support

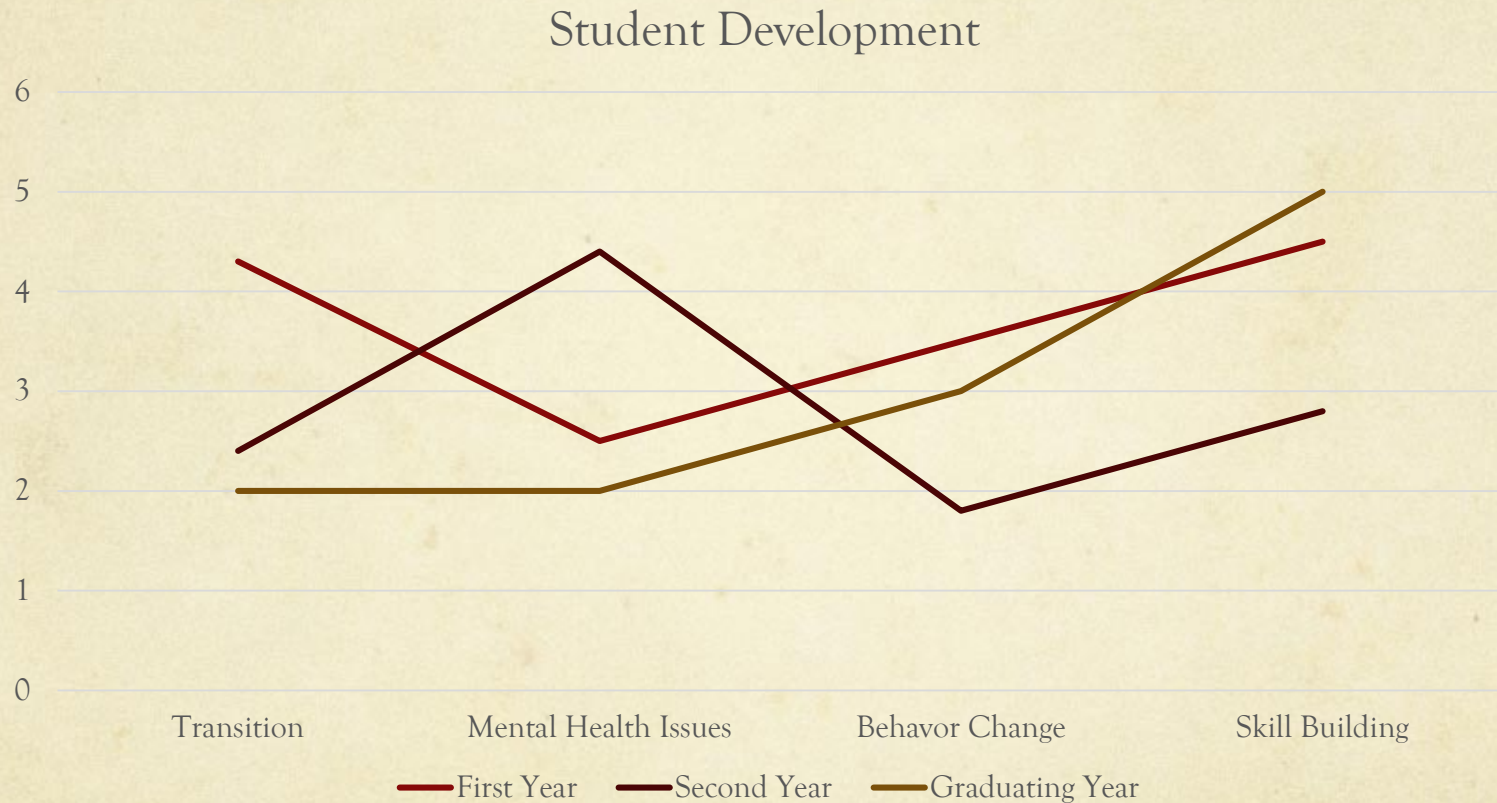
And...so does our language



Basic concepts related to student development, institutional support and transition hurdles

- What is the base line of expectation for students that are prospective, in year 1, 2, 3,4 ?
- What implications do these expectations create for student development?
- How does this impact institutional support for students?

Student development is not linear or static



Transformative Learning Theory

Transformative learning theory says that the process of "perspective transformation" has three dimensions:

- psychological (changes in understanding of the self),
- convictional (revision of belief systems),
- behavioral (changes in lifestyle).

Khabanyane, K. E., Maimane, J. R., & Ramabenyane, M. J. (2014). A Critical Reflection on Transformative Learning as Experienced by Student-Teachers during School-Based Learning. *Mediterranean Journal of Social Sciences*, 5(27 P1), 452.

Because Transformative Learning Theory addresses *self-reflective* and *interpersonal dimensions*, *meaning making*, *environment* and *perspective taking*, it touches on all 4 broad categories that seek to explain student development

Incorporating Transformative Learning Theory into our advising practices

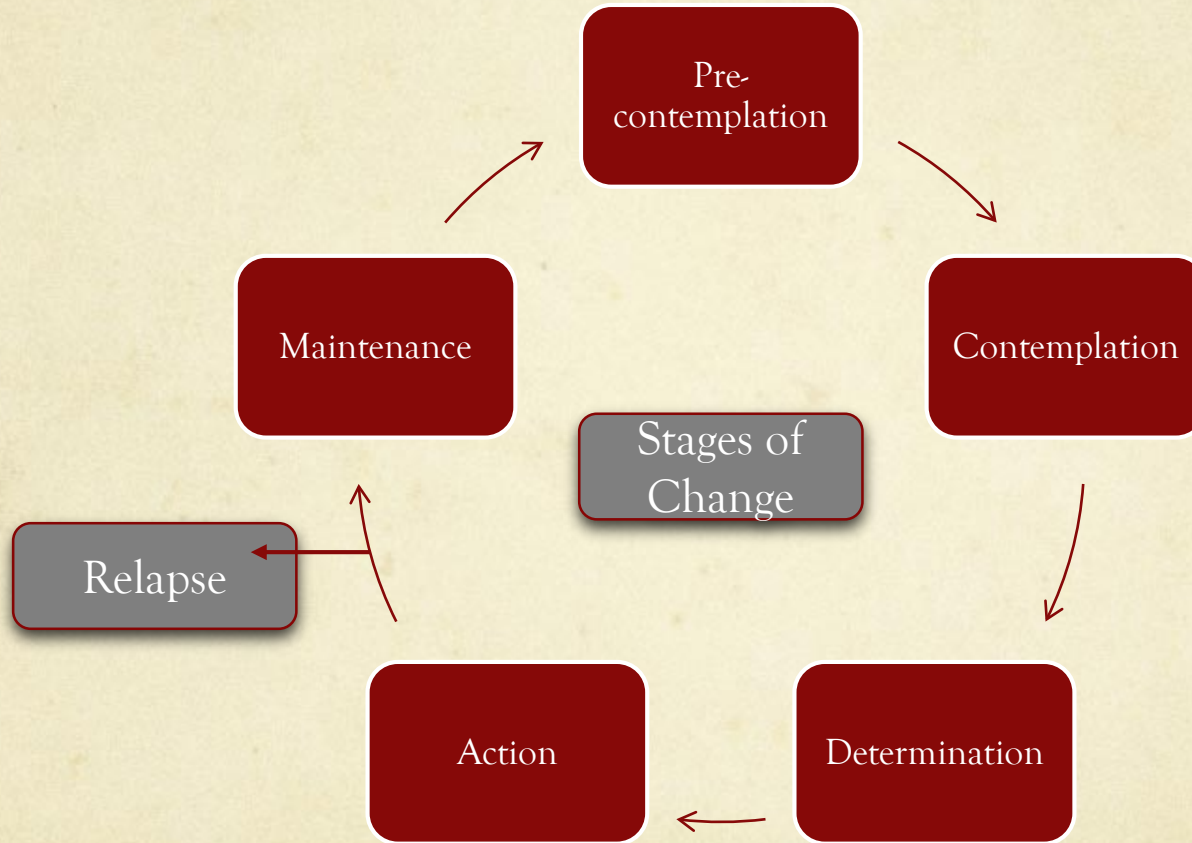
What we focus on becomes our end result:

- Self-reflexivity and interpersonal dimensions,
- Meaning making,
- Environment,
- Perspective

These categories all influence our behavior

Compliments of Sheryl Prouse

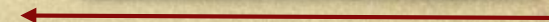
Change Model and Transformative Advising



Change Theory, as discussed in : Grunsel, C., & Schopenhauer, L. (2015). Why are students (not) motivated to change academic procrastination?: an investigation based on the transtheoretical model of change. *Journal of College Student Development*, 56(2), 187-200.

Compliments of Sheryl Prouse

Enter and Exit may occur at any stage



Remove the resistance

- By acknowledging and empowering students in their own unique and diverse:
 - Self-reflexivity and interpersonal dimensions,
 - Meaning making,
 - Environment,
 - Perspective

We support change and resistance falls away

Compliments of Sheryl Prouse

Student development thru the lens of Transformational Advising

Applying the model

Enacting CHANGE

- **C**onnect- Become self reflexive in your daily practice
- **H**ear- do you listen to respond or to hear?
- **A**nalyze- seek to understand the students interpersonal and self reflexive dimensions, space, place, meaning making and knowledge production
- **N**ew Perspective-use strength based, solution focused inquiry
- **G**rowth- seek out opportunities for the student to grow
- **E**ncourage- follow up and reinforce the student's ownership

Compliments of Sheryl Prouse

Remember our student

- A first year student, Joe, comes in and tells you he is failing math and needs help.
- He wants to know if he should stay in the class.
- Today is the last day he can drop without academic penalty

What it looks like - enacting change, a conscious place of action

Connect- Become self reflexive in your daily practice

Am I centered? Or am I in the space and place where my mind is reminding me:

“ I have seen 8 at risk students today and they are all sounding the same.....”

Remember , this mind chatter will impact your meaning making and practice

Where is the student?

“I don't know why I'm not doing better, I study for hours at a time”

“Why do you think your current time and efforts are not working the way you would like them to? ”

Hear- do you listen to respond or to hear?

Thoughts/mind chatter like : This is a waste of time, I have students who are in real need of this appointment or

Oh, right, another one coming in at the last minute in a panic- might sound like:

“Hi Joe, good job coming in before the deadline passes, go ahead and drop if you are not making the grades you need, you don't need it for anything else and can pick it up next term”

When we rush the process because we are just responding, we miss out on opportunities for Transformative Advising

Transform frustration into curiosity and really hear

Let me make sure I understand- you want to drop math because you are not passing?

What does passing look like to you? (compliments of the participants brainstorming in this session held at AASK 2017)

How did you arrive at this solution?

What other things are going on that have you questioning this?

What it looks like - enacting change, a conscious place of action

Analyze- seek to understand the students space, place, meaning making and knowledge production

Sometimes the language we use has many meaning.

“This kid admits he was lazy, he seems to be a bit immature-typical under prepared student, not ready for the difficult road of university, he needs a reality check ”

What does lazy look like?

What else prevented you from moving forward with this class

New Perspective-use strength based, solution focused inquiry

Well, it looks like you are not going to pass so I advise you drop it and take it again with a tutor in place

“O.k., So what I understand here is you have no chance of passing?”

How will dropping math help you to succeed this semester?

How would activating different academic strategies help you to succeed in math?

What it looks like - enacting change, a conscious place of action

Growth-seek out opportunities for the student to grow

Oh, don't worry, I can tell you exactly what you need to do"

Tell me about a time you achieved something against all odds

Thinking about how you won that basketball final and the incredible things you did to get there, tell me how you could you apply some of those same actions to this decision?

Encourage-follow up and reinforce student's ownership

Email- Hi Joe. I am checking in to see if you followed my advice and dropped that class?

Email-Hi Joe. I wanted to check and see how your decision making was going?

As we explored, one of the options would be to drop the math course, plan your success strategy and retake it next term.

Another strategy you generated would be to devise an academic calendar and action plan based on the strengths you identified and complete it this semester.

What are your thoughts/next steps?

Did we enact CHANGE and impact student development through Transformative Advising?

Remember, Transformative learning theory says that the process of "perspective transformation" has three dimensions:

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How did we encourage/support Transformation?

Did we address the major components of student development?

1. self-reflective and interpersonal dimensions
2. meaning making,
3. environment
4. perspective taking

Did we remove resistance by assessing and responding to the student's place in the change model?

Hinchliffe, L. J., & Wong, M. A. (Eds.). (2012). *Environments for student growth and development: Libraries and student affairs in collaboration*. Assoc of Collge & Rsrch Libr. P-47.

O.K. Sheryl, We are trying



Questions/Comments/Follow Up

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