

The Disruption & Evolution of Advising Technology: Competence Based Decision Making & Analysis

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NACADA Slides: <https://bit.ly/disruptadvtech21s> Handout: <https://bit.ly/disruptadvtech21H>

WNY Advising Slides: <https://bit.ly/disruptadvtech22s>

Disruption & Evolution

How would you describe the disruption and evolution of technology in higher education and academic advising? What words and challenges come to mind when you think about the disruption / evolution of technology in your work space?

Blended Model of Competency & Action (Howard & Sauter, 2017)

We developed the following Blended Model of Competency & Action to provide a practical visual representation of the complexities of professional competencies in relation to action. The model combines the concept of praxis with the NACADA Core Competencies Model, the NASPA/ACPA Professional Competencies, and Multicultural Competence in Student Affairs (ACPA/NASPA, 2015, 2016; hooks, 1994; NACADA, 2017; Pope, Reynolds, 1997, Pope, Reynolds, Mueller 2014, 2019).

	Conceptual / Awareness	Informational / Knowledge	Relational / Skills	Praxis: Action(s) & Reflections
Foundational (Baseline)				
Intermediate (Engaged)				
Advanced (Proactive Leadership)				

Implications to Consider

Personal Awareness
Professional Awareness
Multicultural Awareness

Professional Knowledge
Experiential Knowledge
Situational Knowledge

Developing Skills
Equitable Skill Distribution
Connecting with Others

Reactive vs. Reflective
Willingness to Take Action
Sphere of Influence

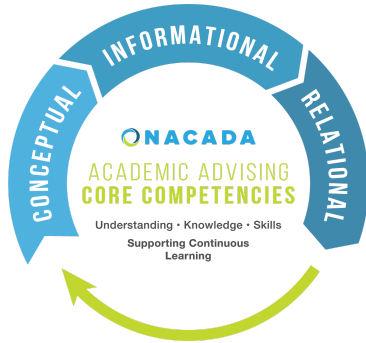
Decision Making/ Strategic Change

- Utilize the Blended Model of Competency & Action to Analyse your Challenges
- Consider the Intention & Impact of Decisions

Competencies Integrated into the Blended Model

NACADA Core Competencies

<http://bit.ly/NACADAComp>



Conceptual - Informational - Relational

Multicultural Competence

<http://bit.ly/MulticulturalComp>

Awareness - Knowledge - Skills

Praxis

Combination of "action and reflection upon the world in order to change it." (hooks, 1994, p. 14).

How often do we purposefully reflect on our technological competence & practices as advisors?

How does it inform our actions?

References

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ACPA/NASPA Professional Competencies

Competencies: <http://bit.ly/SAProComp>

Rubrics: <http://bit.ly/SAProCRubrics>

Foundational - Intermediate - Advanced

Foundational: Baseline

- Adaptability & Learning Communities
- Current & Familiar
- Basic Troubleshooting
- Assess Tech Needs & Readiness
- Critical Assessment of Info
- Data Collection
- Compliance
- Awareness of Digital Identity
- Model Inclusive Practices / Reach
- Learning Communities
- Design, Implement & Assess Digital Learning
- Integrate technology into work

Intermediate: Engaged

- Adaptability to Fast Paced Changes
- Anticipate Pitfalls & Develop Strategies
- Educational Tech Interventions
- Multiple Strategies
- Teach / Facilitate Ethical Use
- Universal Design
- Proactively Cultivate Digital Identity
- Critical Examination of Technology Privileges
- Design & Assess Outcomes
- Utilize Digital Professional Development Communities
- Wide Range of Digital Strategies
- Holistic approach to distance learning

Advanced: Proactive Leadership

- Anticipate Tech Change & Allocate Resources
- Leadership Proactive Creation, Use & Evaluation of Tech/Digital Spaces
- Contingency Plans in case of Failure
- Contribute to Research, Trends & Analysis
- Support, Promote tech use & scrutiny
- Leadership that demands ethical use
- Lead & Demonstrate Universal Design
- Lead & Ongoing Training, Digital Identity & Virtual Communities
- Contribute / Partner / Lead Professional Organizations & Networks
- Provide Training & Instruction
- Collaborate & Support faculty efforts in digital tech
- Generate New Means to assess & leverage tech for Student Affairs Goals

(ACPA, NASPA, 2016, pp. 33-34)

Reflection Questions To Consider

Disruption & Evolution

- How has the rapid evolution of technology altered your role as an advisor?
- How do we merge the lessons learned from this rapid evolution of technology into our daily practices?
- How have quick decisions during the pandemic influenced innovation and roadblocks on your campus?

Blended Model of Competence & Action

- How do you increase your awareness & conceptual understanding of technology?
- How do you gain informational knowledge of technology?
- How can you develop your relational skills to utilize technology and take actions as necessary?
- How often do we purposefully reflect on our technological competence and practices as advisors?
- How do we effectively take reflective & intentional action?

Embracing Change Through Competence

- How has advising changed as a result of the pandemic disruption and rapid evolution of technology?
- What technologies, actions, knowledge, and skills are we keeping as we move forward beyond the pandemic?
- How can you more systematically incorporate training on technology topics and tools for yourself or your team?
- How might the Blended Model of Competency & Action inform your decision making and actions post-Covid?