

**WHY ASK QUESTIONS?
BECOMING A BETTER
ADVISOR BY ASKING MORE**

UAC Advising
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HOW MUCH ARE YOU QUESTIONING

- What percentage of a typical advising appointment is dedicated to you asking questions of a student and listening to their answers?
- What types of questions are you typically asking?
- Do you think there is more questioning you could be doing?

QUESTIONS TO CONSIDER

- Is advising teaching?
- What are the most effective teaching methods you have heard of?

ADVISING IS TEACHING IS QUESTIONING

- **Effective Teaching Methods**
 - **Hitting different learning styles**
 - **Lecturing vs. other methods**
 - **Active learning opportunities**
 - **Reflective activities**

MY AGENDA

I am challenge all of us (myself included!) to look at our daily work and identify ways we can be better teachers.

- Reflect on what we actually do
- Identify disparities between that and what we say we strive to do

OUTLINE

- Relational Questions
- Informational Questions
- Questions Promoting Learning
 - Problem solving
 - Reflection
- Activity
- Application

RELATIONAL QUESTIONS

- Getting to know students and build relationships
- What are you asking?

RELATIONAL QUESTIONS

- How do these questions benefit the student/advisor?
- What makes a good (or even better) questions?
- In what context(s) are these questions most effective?

INFORMATIONAL QUESTIONS

- Identify goals
- Determine student knowledge/understanding
- What are you asking?

INFORMATIONAL QUESTIONS

- How do these questions benefit the student/advisor?
- What makes a good (or even better) questions?
- In what context(s) are these questions most effective?

SUPPORTING ASSESSMENT

- **Direct learning outcomes measures: UB Advising Assessment plan rubrics**
 - **Graduation target**
 - **Professional growth**
 - **Personal enrichment**
 - **Major Requirements**
 - **Gen Ed requirements**

LEARNING: PROMOTING PROBLEM SOLVING

- Asking questions of students that help them make plans, set goals, identify options available to them, identify resources available to them
- What are you asking?

LEARNING: PROMOTING PROBLEM SOLVING

Examples

- Student is performing poorly in math classes
- Student wants to graduate one semester earlier than they are currently on track for
- Student wants to raise their GPA in their major prerequisites

LEARNING: PROMOTING PROBLEM SOLVING

Problem

- Student is performing poorly in math classes

Questions

- What is getting in the way of your success currently?
- What do you think are some possible options for you?
- How realistic are these options?
- What is your plan moving forward?
- How will you know if you've made a difference?

LEARNING: PROMOTING PROBLEM SOLVING

Problem

- Student wants to graduate one semester earlier than they are currently on track for

Questions

- What are the obstacles to reaching this goal?
- What do you think are some possible options for you?
- How realistic are these options?
- What is your plan moving forward?
- How will you determine if the plan is working for you?

LEARNING: PROMOTING PROBLEM SOLVING

Problem

- Student wants to raise their GPA in their major prerequisites

Questions

- Why is the GPA not where you want it to be?
- How can you raise it?
- What are the best options for you?
- What is your plan moving forward?
- How will you determine if the plan is working?

LEARNING: PROMOTING PROBLEM SOLVING

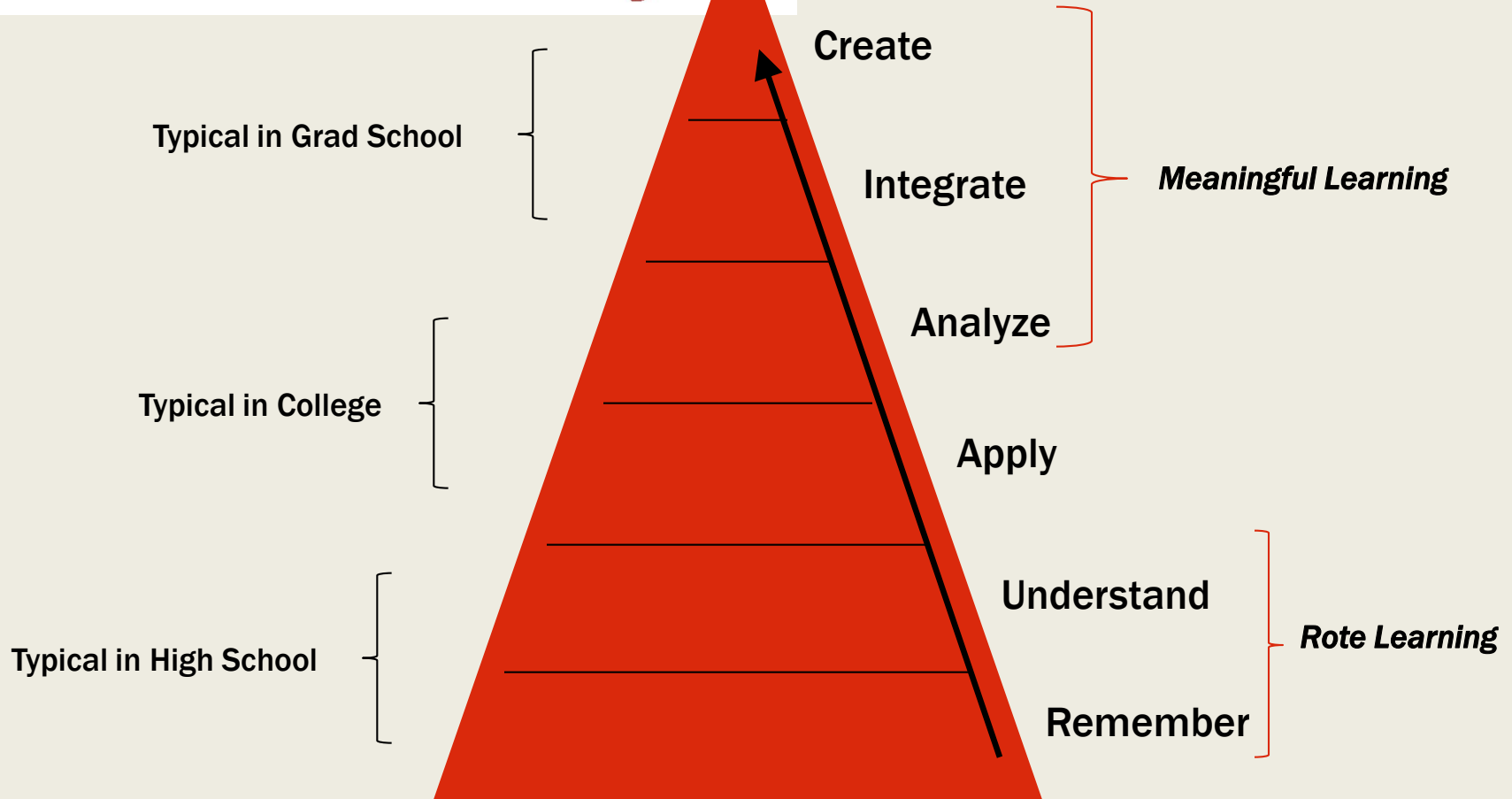
- How do these questions benefit the student/advisor?
- What makes a good (or even better) questions?
- In what context(s) are these questions most effective?

LEARNING: PROMOTING REFLECTION

- Students experience deeper learning when given the opportunity to reflect on what they have learned, try to apply that to their life, and make greater meaning of it
- Reflection can involve thinking about what they learned, how they learned it, and how this can be applied to future learning opportunities (Metacognition)

LEARNING: PROMOTING REFLECTION

Bloom's Taxonomy



LEARNING: PROMOTING REFLECTION

Example opportunities to promote reflection

- Completion of first semester, first year, or other milestone
- After a difficult semester
- After an experience like study abroad, internship, research experience, etc.
- In their final semester

LEARNING: PROMOTING REFLECTION

- What are they taking from the experience?
- How can these takeaways be applied in the future?
- How has this better prepared you as a student, for your career, global citizen, etc?

LEARNING: PROMOTING REFLECTION

- How do these questions benefit the student/advisor?
- What makes a good (or even better) questions?
- In what context(s) are these questions most effective?

ACTIVITY

- **Person 1:** You agree to talk about one of the following:
 - Your undergraduate or graduate experience
 - A conference you attended
 - A training experience for a new job
- **Person 2:** Carry on a conversation by **ONLY ASKING QUESTIONS**

APPLICATION

What are the barriers for applying this knowledge and how can we overcome them?

- **Requires time and effort to implement new strategies into our work style**
- **Caseloads/workloads**

APPLICATION

- Practice listening
- Practice questioning
- Reflect on recent appointments
- Plan reflective questions for students

QUESTIONS?

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