



# PURPOSE, OUTCOMES, INTERVENTIONS: TOWARDS A VISUALISATION OF THE ADVISING LANDSCAPE

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# Defining Advising

- This very operational definition from a research study identifies many aspects, but the relative importance of them varies in different contexts
- How do **you** define personal tutoring / academic advising?
- What is the **purpose** of advising?
- How do view and discuss our respective **positionalities** in relation to the role and purpose of advising?

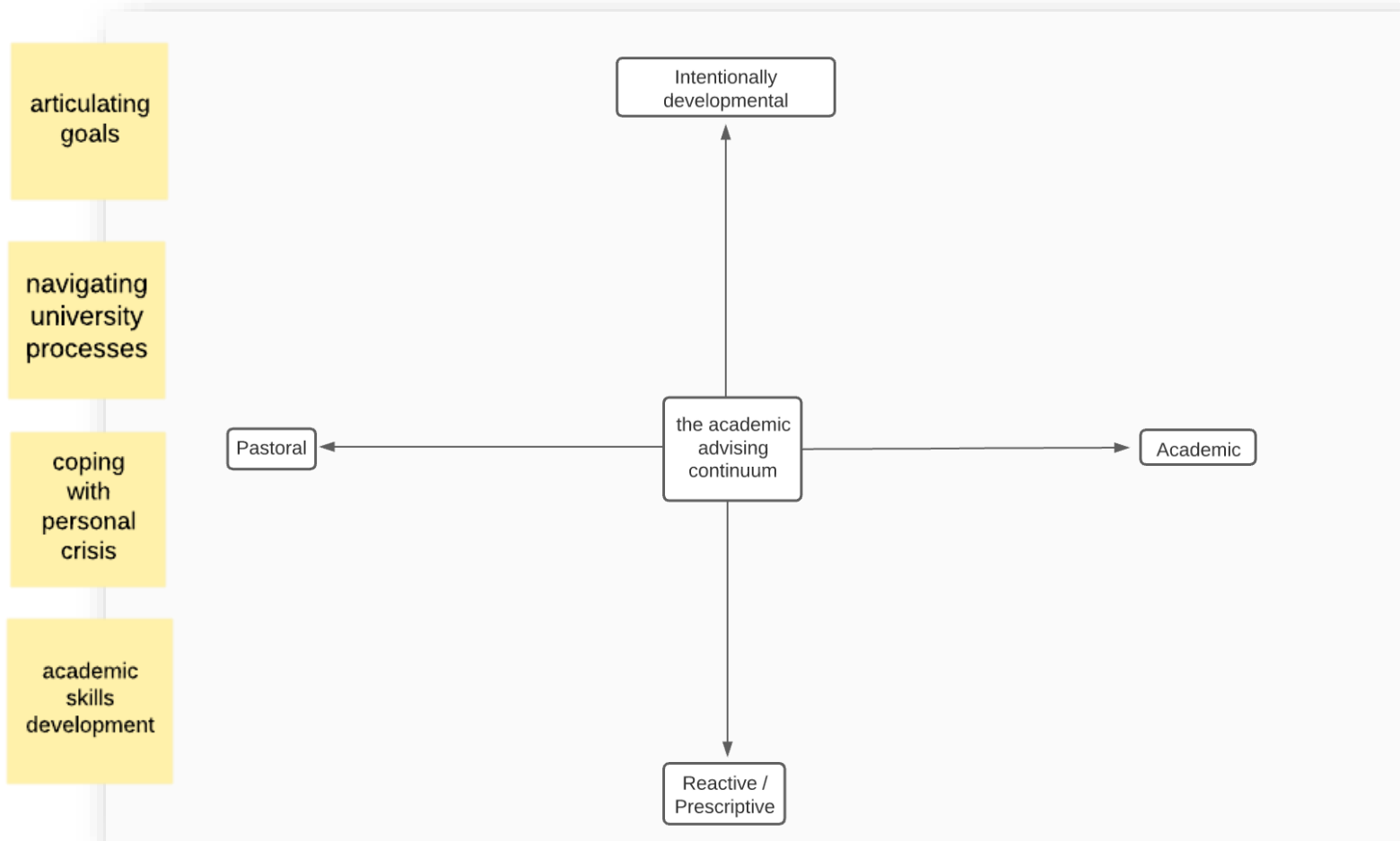
*"A proactive, professional relationship between student and tutor sustained throughout the entire student journey in which dialogue, metacognition and a structured programme of activities are used to help the student develop agency, self-efficacy, independent learning, and goals for their career and future.*

*Personal tutoring confidentially supports a discrete group of students on taught higher education courses to assimilate to the university environment; facilitates learning, student development and decision-making; reviews progress; signposts and informs; and nurtures the emotional well-being of students through holistic support offered in ad-hoc, scheduled, one-to-one, or group meetings at academically significant moments.*

*Personal tutoring requires effective communication, clear boundaries, integrity and empathy."*

# The approach

- Ideal:
  - Inclusive: room for diverse forms and purposes of advising
  - Delineating: setting boundaries
  - Exploratory: inspiring conversation, debate
  - Expedient: allowing the identification of e.g. objectives for personal development
- Articulating perspectives on advising, within a common frame of reference

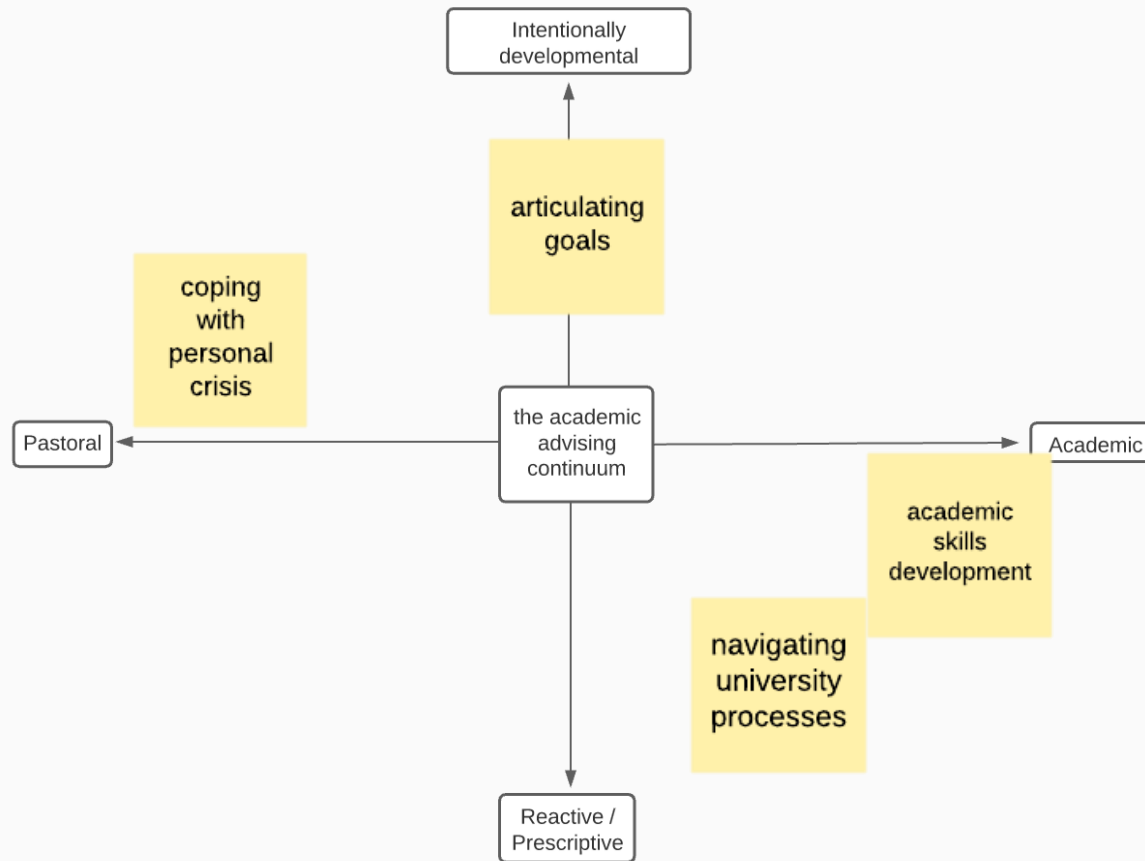


# Towards a Visualisation...

Personal tutoring / academic advising provides **academic** guidance to students but also admits a **pastoral** dimension

At times, it can be a **reactive** process, responding to and helping students resolve their queries and challenges

The NACADA Concept of Advising encourages to view as a structured, **intentional** process which seeks to enhance student **development**



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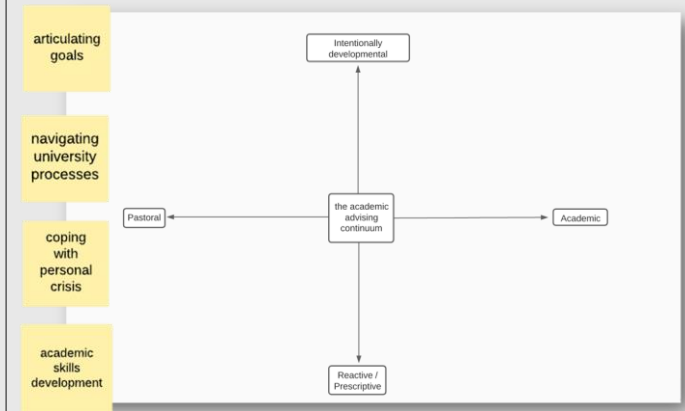
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- Go to your designated breakout room
- Receive a link to Mural in the chat
- As a group, place the sticky notes on the continuum where you think they belong
- Discuss which 'sticky notes' are missing
- You have 20 minutes for this exercise

# The exercise



# The potential value

- Articulating, confirming, challenging purpose: *mission, vision*
- Visualising coherence, reviewing relevance: *does what we do make sense to us, in light of our institutional mission, to our students, etc.*
- Identifying competencies and needs: *are we properly equipped to do what we are supposed to be doing*
- Defining goals for professional development