

**ACADEMIC ADVISING AS PRAXIS IN HIGHER EDUCATION: A
TRANSFORMATIVE EDUCATION EXPERIENCE**

Wanda Chesney*

The University of the Southern Caribbean, Trinidad and Tobago

Abstract: *There has been a tendency to undervalue academic advising in higher education circles by both faculty and administration in some institutions. However, for academic advising to become transformative, it must be situated as a critical aspect of student life and development. This study advances Paulo Friere's theory of critical praxis and uses the experience of a particular institution to focus on ways in which higher education institutions can incorporate the key elements of critical praxis into academic advising. It also shows how critical praxis can be employed to enhance learner autonomy. The methodological approach is informed by Freire's postcolonial philosophy and will therefore utilize the "critical participatory" approach to data gathering. This study extends the body of knowledge on academic advising in the Caribbean and advances postcolonial discourse through the use of liberating methodologies and theories to interrogate this phenomenon.*

Keywords: *academic advising; praxis, transformative education*

* Corresponding Author (chesneyw@usc.edu.tt)

ISSN 1727-5512

Copyright © School of Education, The University of the West Indies Cave Hill (2023)

REFERENCES

- Abelman, R., & Molina, A. (2001, Spring-Fall). Style over substance revisited: A longitudinal analysis of intrusive intervention. *NACADA Journal*, 21(1-2), 32-39. <https://nacadajournal.org/loi/jnaa>
- Allen, J. & Smith, C. (2008). Faculty and student perspectives on advising: Implications for student dissatisfaction. *Journal of College Student Development*, 49 (6), 609-624. 10.1353/csd.0.0042
- Alvarado, A. R., & Olson, A. B. (2020). Examining the relationship between college advising and student outputs: A content analysis of the "NACADA Journal". *NACADA Journal*, 40 (2), 10-33. 10.12930/NACADA-19-33.
- Baum, F., MacDougall, C. & Smith, D. (2006). Participatory Action Research. *Journal of Epidemiology and Community Health*, 60 (10), 854-857.
- Blackwood, V. (1987). Historical and theological foundations of Paulo Freire's educational praxis. *Trinity Journal*, 8 (2), 201-232.
- Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Carnegie Foundation for the Advancement of Teaching.
- Church, M. (2005). The integrative theory of academic advising: A proposition. *The Mentor, An Academic Advising Journal*, 7(2). <http://www.psu.edu/dus/mentor>
- Crockett, D. (1982). Academic advising delivery systems. In R. B. Winston, Jr. S. C. Ender. & T. K. Miller (Eds.), *Developmental approaches to academic advising. New directions for student services* (pp.71-75). (Serial No. 17). Jossey-Bass.
- Crookston, B. (1994). A developmental view of academic advising as teaching. *NACADA Journal*, 14(2), 5-9. <https://doi.org/10.12930/0271-9517-14.2.5>
- Cuevas, M., Loya, M. & Bachman, R. (2015). Faculty advising fellows: Lessons learned. *The Mentor: An Academic Advising Journal*, 17. <https://doi.org/10.26209/mj1761257>

Academic Advising as Praxis in Higher Education

- Dillon, R. K., & Fisher, B. J. (2000). Faculty as part of the advising equation: An inquiry into faculty viewpoints on advising. *NACADA Journal*, 20 (1), 16-23.
- Freire, P. (1970). *Pedagogy of the oppressed*. Seabury Press.
- Freire, P. (1972). *Pedagogy of the oppressed*. Herder and Herder.
- Glass, R. D. (2001). On Paulo Freire's philosophy of praxis and the foundations of liberation education. *Educational Researcher*, 30(2), 15-25.
- Glassman, M. & Erdem, G. (2014). Participatory action research and its meanings: Vivencia, praxis, conscientization. *Adult Education Quarterly*, 64(3), 206-221. <https://doi.org/10.1177/0741713614523667>
- Gordon V. (1994). Developmental advising: The elusive ideal. *NCADA Journal*, 14(2), 71-75. <https://doi.org/10.12930/0271-9517-14.2.71>
- Grites, T. J. (1994). From principle to practice pain or gain? *NACADA Journal*, 14(2), 80-84. <https://doi.org/10.12930/0271-9517-14.2.80>
- Hall, B. (2005). In from the cold? Reflections on participatory research, 1970-2005. *Convergence*, 38(1), 5-24.
- Hart-Baldrige, E. (2004). Faculty advisor perspectives of academic advising. *NACADA Journal*, 40(1), 10-22.
- Harris, T. (2018). Prescriptive vs developmental academic advising at a Historically Black University in South Carolina. *NACADA Journal*, 38(1), 36-46.
- Hemwall, M. & Trachte, K. (1999). Learning at the core: Toward a new understanding of academic advising. *NACADA Journal*, 19(1), 5-11.
- Hilliger, I., Miranda, C., & Parra, D. (2021). Evaluating a learning analytics dashboard to visualize student self-reports of time-on-task: A case study in a Latin American university. Research Gate Conference Paper. <https://doi.org/10.1145/3448139.3448203>

- Kitchener, K. S. (2000). *Foundations of ethical practice, research, and teaching in psychology*. Lawrence Erlbaum.
- Koring, H., Killian, E., Owen, J., & Todd, C. (2004). Advising and teaching: Synergistic praxis for student and faculty development. *NACADA Journal*, 6 (1). <https://doi:10.26209/MJ661666>
- Lowenstein, M. (2005). If advising is teaching? What do advisors teach? *NACADA Journal*, 25(2), 65-73.
- Mayo, P. (2020). 'Praxis in Paulo Freire's emancipatory politics'. *International Critical Thought*, 10 (3), 454-472. <https://doi.org/10.1080/21598282.2020.1846585>
- McCombs, B. (1994). Strategies for assessing and enhancing motivation: Keys to promoting self-regulated learning and performance. In H. F. O'Neil, & M. Drillings (Eds.), *Motivation: Theory and research* (pp. 49-69). Lawrence Erlbaum.
- Miller, R. B., & Brickman, S. J. (2004). A model of future-oriented motivation and self-regulation. *Educational Psychology Review*, 16 (1), 9-33. <https://doi.org/10.1023/B:EDPR.0000012343.96370.39>
- Mustakova-Possardt, E. (1998). Critical consciousness: An alternative pathway for positive personal and social development. *Journal of Adult Development* 5, 1330. <https://doi.org/10.1023/A:1023064913072>
- Museus, S., & Ravello, J. (2010). Characteristics of academic advising that contribute to racial and ethnic minority student success at Predominantly White Institutions. *NACADA Journal*, 30 (1), 47-58. <https://doi.org/10.12930/0271-9517-30.1.47>
- Orlowski, P. (2019). Freirian conceptions of participatory action research and teaching for social justice – Same struggle, different fronts. *The Canadian Journal of Action Research*, 20 (1), 30-51.
- Powers, N. & Wartalski, R. (2021). Junior faculty advising for effective student growth and academic success: Teacher-Scholar. *The Journal of the State Comprehensive University*, 10 (1), 1-28.

Academic Advising as Praxis in Higher Education

- Puroway, A. (2016). Critical advising: A Freirean-inspired approach. *NACADA Journal*, 36(2), 4-10. <https://doi:10.12930/NACADA-15-015>
- Smith, M. K. (1999, 2011). What is praxis? In *The Encyclopaedia of Pedagogy and Informal Education*. <https://infed.org/mobi/what-is-praxis/>
- Swecker, H., Fifolt, M., & Searby, L. (2013). Academic advising and first-generation college students: A quantitative study on student retention. *NACADA Journal*, 33(1), 46-53.
- Vianden, J. & Smith, K.A. (2011). Unfamiliar territory: Faculty discomfort about interactions with students during out-of-class academic initiatives. *New York Journal of Student Affairs*, 11(2), 27-46.
- Wijngaard, O. (2019). Academic advising: A discipline of praxis. *NACADA review: Academic Advising Praxis and Perspectives*, 1(1), 5-13.
- Yamashita, H. (2015). Affect and the development of learner autonomy through advising. *Studies in Self-Access Learning Journal*, 6(1), 62-85.
- Young, R. (2003). *Postcolonialism: A very short introduction*. Oxford University Press,
- Zhang, X., Gossett, C., Simpson, J., & Davis, R. (2019). Advising students for success in higher education: An all-out effort. *Journal of College Student Retention, Research, Theory & Practice*, 21(1), 53-77.