THE ADVISING SYSTEM: AN ALTERNATIVE MODEL RELATED TO THE EVALUATION OF SELF-DIRECTED LEARNING

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ABSTRACT: The proposed advising model focuses on creative learning. To operationalize such a model, there must be not only structural but behavioral changes in the existing system. This requires that professional educators have special concern for the quality of relationships between faculty and students. In a program which focuses on creative learning, most students need assistance in developing the understanding and skill necessary for creative learning. An alternative advising model is proposed, therefore, which enhances the behavioral requirements. The alternative model views the "advising" function as a teaching-consulting function with a priority goal of helping the student learn the art of self-evaluation as a prerequisite to life-long learning.

ADMISSIONS

For the understanding of the proposed model, it is necessary to discuss two major processes related to the evaluation process: admissions and the advising system. Linkages with these components of the educational program are essential for model implementation.

The model considers the admissions process as crucial to the effectiveness of the proposed collaborative process. Admission is viewed as
the first learning experience in the student's educational program. If one accepts this premise, it becomes clear that the responsibility of the admissions committee extends to far more than the selection of students. The responsibility includes introducing the student to the philosophy, goals, and behavioral expectations of the college. It involves helping the student assess his/her own learning needs. Admissions procedures introduce him/her to the concepts of self-evaluation and self-directed learning. Following acceptance of the student, the admissions committee has the further responsibility of providing the student and his/her educational consultant with the initial profile of the student as a learner, as compiled from the data assessed in the admissions procedure. These data should be utilized as a basis for the process of goal-setting by the student and his/her educational consultant. The profile should be coupled with the student's specification of his/her learning needs, interests, and objectives, which were developed in the application procedures and will be refined in consultation with the educational consultant.

The concept of admissions as the first educational experience in the individualized program and as the first step in the evaluation continuum has significant implications. The admissions procedures are the student's first exposure to the college learning climate and expectations. In addition, the effectiveness of the proposed model is dependent upon the student's interest in learning, and his/her ability to enter into a collaborative relationship. The entering student, therefore, must have the degree of maturity and the intellectual disposition which ensure that he/she has the potential to become a self-directed learner.

THE ADVISING SYSTEM: AN ALTERNATIVE MODEL

The proposed evaluation model focuses on individualized learning. This does not imply that a student "does his/her own thing" as he/she pleases and when he/she pleases. The program has defined goals and objectives, with specified performance standards that have been developed in light of the goals of the college and the needs of the profession which he/she chooses to enter or advance in; the student enters the program aware of the goals and performance expectations. Within that framework the evaluation model assumes that the college will provide the student with the freedom and responsibility to participate in formulating plans for his/her learning experience. In addition to any required components of the curriculum, he/she is as-