

**Take notes here. Jot down your questions, ideas, and responses.**

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Q1: What hidden strengths do you have, that others might not see?

Q2: What would you say to Paloma?

Q3: What have you used a table knife for?

Q4: Considering the students you work with, what are some assets that are hard to see? How might you uncover those assets?

Q5: How could you support a student to see their assets as a strong foundation for challenging academic work? Consider the discipline you advise in and the skills, practices, or values of that discipline.

Q6: Have you ever gotten stuck when trying to come up with a GOOD idea?

Q7: Based on what you have heard today about students' assets, what will you do?

**And/or draw some doodles, possibly of pyrite.**

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## Advising scenarios

Below are a few advising situations you may have come across. You may focus on one of these, or describe a situation you have had trouble resolving. Names used are deliberately ambiguous with regard to gender, but it may help to have a name as a point of reference during discussion. Consider students you actually encounter.

**Revise/edit/embellish** the scenario by thinking about your own experiences with students.

<b>Quiet Kai</b> Kai, a student from a culture you know little about, seems to be doing well in coursework. The first time you met with Kai, however, there were a few long awkward silences. All answers to your questions were brief and unelaborated.	<b>Studious Sasha</b> Sasha a rising junior in the Bachelors in Liberal Arts program, has a high GPA, is always on the dean's list, and has a job (10 hours per week) in the library. Sasha always seems fine, but, if you are honest with yourself, a bit unremarkable.
<b>Lost Laurel</b> Laurel, first-generation student, with little knowledge of how universities work, seems lost. Having failed two classes the first semester, Laurel is not sure what to do. Everything seems out of reach.	<b>Choose your own. Use a pseudonym! Describe:</b>

**Chose one scenario, and use the Wrong Theory Protocol to plan your next meeting and your work with this student. Come up with strategies that:**

- reveal a student's hidden assets
- help a student see their assets as a strong foundation for challenging academic and professional work
- encourage the student to seek experiences that will build on that foundation

**Step 1: Frame the problem.** What are the constraints? What are the main needs?

**Step 2: Harm & Humiliate.** Instead of trying to come up with good ideas, first come up with the worst possible idea. How does your idea harm student? How does it humiliate them? Is it worse that having no solution?

**Step 3: Generate new ideas.** Now that you have come up with terrible ideas, it is time to come up with some new ideas. Try sketching, but keep it drafty!

**Step 4: Evaluate.** Elaborate on different, specific ideas that you think are worth pursuing further.

Idea # 1. Is the idea feasible? What needs does your idea address?

Idea # 2. Is the idea feasible? What needs does your idea address?

Idea # 3. Is the idea feasible? What needs does your idea address?

Idea # 4. Is the idea feasible? What needs does your idea address?

## References & Resources

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### **Funds of knowledge**

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.

### **Crystallized identity**

Forin, M. T. R., Adams, R., & Hatten, K. (2012). Crystallized identity: A look at identity development through cross-disciplinary experiences in engineering *Proceedings of American Society for Engineering Education*.

Tracy, S. J., & Trethewey, A. (2005). Fracturing the real-self ↔ fake-self dichotomy: Moving toward “crystallized” organizational discourses and identities. *Communication Theory*, 15(2), 168-195.

### **FACETS project**

<http://facets.unm.edu> NSF EEC #1544233

### **Wrong theory**

<https://careerframe.weebly.com/wrong-design.html>

### **WOOP Goals**

<https://www.characterlab.org/woop/>

Try it yourself:

<b>Wish</b> Identify a meaningful goal about your work with students.	
<b>Outcome</b> Imagine (and describe) the best outcome related to achieving this goal. Let yourself feel the outcome.	
<b>Obstacle</b> Imagine critical obstacles to achieving the goal. Be realistic and specific.	
<b>Plan</b> Form a plan to overcome each obstacle. Write as "If [obstacle happens] then [describe plan]. Be specific!	