

## Appreciative Pedagogy in the First-Year Seminar

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### Abstract

Appreciative Pedagogy is an integrated approach towards designing, developing, and delivering asset-based curriculum where students and instructors serve as co-creators and learners. The article seeks to both honor and expand Bloom et al.'s (2011) groundbreaking work on Appreciative College Instruction through proposing this new definition of Appreciative Pedagogy. Subsequently, each of the six Appreciative Advising phases are reintroduced with updated definitions, characteristics, and concepts reflective of recent pedagogical practices and learners in a post-COVID era.

### Keywords

Appreciative Pedagogy, Appreciative College Instruction, first-year seminar, Appreciative Education Conference

Appreciative Education is a strength-based framework that focuses on the assets of individuals and organizations to further goals (Bloom et al., 2013). A subset of Appreciative Education is Appreciative Advising, which defines itself as the practice of asking open-ended questions to help students reach their dreams and goals (Bloom et al., 2008). In 2011, Bloom et al. (2011) first introduced Appreciative College Instruction (ACI), which is another branch of Appreciative Education. ACI provides appreciative educators with an approach towards student learning and success, specifically tailoring instructional strategies for millennial students (Bloom et al., 2011). Bloom et al. (2011) defined ACI as “. . . a positive approach to creating, developing, and delivering curricular content that celebrates the unique strengths, experiences, and knowledge that students bring to the classroom” (p. 2). Furthermore, an Appreciative Instructor Mindset is found within Appreciative College Instruction (Bloom et al., 2011). An Appreciative Instructor Mindset focuses on the potential of each student, considers ways an instructor can grow in teaching and learning practices, and empowers instructors to implement curricular practices that reflect their students and their own teaching approach (Bloom et al., 2011).

Bloom et al. (2011) wrote extensively on ACI in their seminal book *Appreciative College Instruction* and highlighted appreciative practices in student success courses. This article extends and updates this foundational text's key concepts by proposing a new definition: *Appreciative Pedagogy*. The new term integrates recent teaching and learning concepts, research, and practices within each of the six phases reflective of a post-COVID era. The proposed definition of Appreciative Pedagogy is *an integrated approach towards designing, developing, and delivering asset-based curriculum where students and instructors serve as co-creators and learners*. This new definition seeks to honor ACI's foundational context while expanding and updating it with more recent teaching and learning concepts.

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The new definition of Appreciative Pedagogy further connects Appreciative College Instruction with the Appreciative Instructor Mindset. Although Bloom et al. (2011) stated that Appreciative Mindset is embedded within ACI, this article argues for more explicitly integrating these two critical concepts by extending the language from “instruction” to “pedagogy.” Thus, one may argue the term pedagogy is more reflective of ACI’s original meaning. For instance, instruction refers to the learning tasks or strategies used to achieve learning outcomes (Paolini, 2015). As instruction focuses on teaching practices, such activities, differentiated learning, and facilitation techniques (Paolini, 2015), it can undermine the importance of instructor and student self-reflection, which serve as key tenets within the Appreciative Mindset. By updating this terminology, the original meaning of Appreciative College Instruction can better represent not only the “what” of teaching but also the “what, why, and how.”

The article builds upon Bloom et al. (2011) foundational text on Appreciative College Instruction and serves to capture the current educational context in a post-COVID world. Each section of the article begins with defining an Appreciative Advising phase (Disarm, Discover, Dream, Design, Deliver, and Don’t Settle). The section’s phase then portrays a chart overviewing: (a) Appreciative Advising key characteristics, (b) Appreciative College Instruction characteristics, and (c) Appreciative Instructor Mindset principles. Following the chart, the section proposes a new phase definition reflective of Appreciative Pedagogy and provides examples in the context of a first-year seminar course.

## Article Context

Similarly to the *Appreciative College Instruction* text, this article situates Appreciative Pedagogy within a first-year seminar. Although Appreciative Pedagogy is arguably applicable to any course, the article focuses on a first-year seminar to best parallel the seminal ACI text. The article explores how Appreciative Pedagogy is integrated into a first-year seminar at the University of Cincinnati (UC). University of Cincinnati is a large, urban public university located in Cincinnati, Ohio with a total enrollment of more than 54,000 students. The university founded cooperative education in 1906, which focuses the student experience around experiential learning and career development. As relevant to the history and mission of the institution, UC’s general education curriculum includes a required first-year experience course (henceforth mentioned as a first-year seminar) and three career education courses, with the first in the first year.

First-year seminar courses are decentralized at the University of Cincinnati with various colleges coordinating their own model, including credit hours, class size, philosophy, and purpose. This article explores how appreciative pedagogy is used in one of UC’s first-year seminars, *PD 1015: Next Bearcat Lives Here*, which is a three-credit letter-graded course that primarily serves College of Arts & Sciences students. The course enrolls over 1,000 students during the fall semester with a maximum of 28 students per section. PD 1015’s learning outcomes focus on academic and career discernment, self-reflection on strengths and values, creating a support network, developing executive functioning skills, and practicing wellbeing strategies. Academic advisors, student affairs professionals, and faculty across campus co-teach the course with an upper-class student leader known as a peer instructor, and participate in a robust faculty development model.

PD 1015 Peer Instructors are upper-class student leaders who co-teach the course with the instructor. Their position entails serving as a co-facilitator of learning, mentor and student leader to the course’s first-year students, and connector to campus resources related to student goals. During their peer instructor experience, they take a 1-credit course, *COOP*

3031: *On-campus Co-op Peer Education Experience*, that meets once per week on Appreciative Advising. In the course, they learn about each phase, develop key questioning techniques, and engage in learning activities immediately applicable to their classroom facilitation (Kelly et al., 2023). The COOP 3031 course complements the faculty development model and emphasizes shared language and approach towards student belonging, learning, and success.

The course philosophy focuses on the implementation of sense of belonging. Sense of belonging predicts persistence and retention (Friedman et al., 2022). As such, cultivating a sense of belonging in *PD 1015: Next Bearcat Lives Here* is a foundational course philosophy. Strayhorn (2019) offered the following definition:

In terms of college, sense of belonging refers to students perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group (e.g., campus community) or others on campus (e.g., faculty, peers). Indeed, it is a cognitive evaluation that typically leads to an affective response or behavior in students (p. 28-29).

Through trainings, instructors and peer instructors discuss how to integrate sense of belonging in their courses, including addressing sense of belonging as a core human desire, context-specific, ongoing, and the importance of establishing trust with students (Strayhorn, 2019). The course philosophy is similar to Appreciative College Instruction as it is also ongoing and relationally-driven (Bloom et. al., 2011).

Comparatively, Friedman et al.'s (2022) text on coordinating a high-impact first-year seminar influenced PD 1015's course principles. The course principles compliment the course's philosophy through taking a student-centered approach within all course aspects, such as creating an integrative and relevant curriculum, fostering an active learning environment, and implementing purposeful assignments. These principles arguably reflect the goals of Appreciative College Instruction (Bloom et al., 2011). The PD 1015 course philosophies and principles guide instructor and student achievement of learning outcomes.

The course is in its third year of implementation and demonstrates promising student success and retention results. In comparison to other groups on campus, students who take the course are retained at higher rates, have higher GPAs at the conclusion of their first semester, and achieve the first-year and career education student learning outcomes at larger proportions than students who did not take the course. The course's impact on student success is a result of both instructors and peer instructors implementation of sense of belonging, course principles, and Appreciative Pedagogy. In addition to proposing the new Appreciative Pedagogy term, the article demonstrates examples on how Appreciative Pedagogy is enacted in the course.

## **Disarm**

Creating a positive first impression and a welcoming environment define Disarm, which is the first phase of Appreciative Advising (Bloom et al., 2008). Comparably, Appreciative Instruction focuses on creating a learning community and encourages risk taking (Bloom et al., 2011). Bloom et al. (2011) defined the characteristics of Appreciative College Instruction (ACI) as establishing relationships amongst peers, as well as students with instructor. ACI encourages the use of a student-centered syllabus, establishes mutual class expectations, and discusses the importance of the course. Figure 1 addresses the Appreciative Advising characteristics and corresponding ACI and Appreciative Instructor Mindset examples.

**Figure 1***Disarming Characteristics*

| Appreciative Advising<br>(Adapted Bloom et al., 2008) | Appreciative College<br>Instruction<br>(Adapted Bloom et al., 2011)   | Appreciative Instructor Mindset<br>(Adapted Bloom et al., 2011)  |
|---|---|--|
| First Impression Techniques                           | <ul style="list-style-type: none"> <li>• Welcome email sent before first class</li> <li>• Syllabi and Learning Management System convey a positive first impression</li> <li>• Student Information Sheet</li> </ul> | <ul style="list-style-type: none"> <li>• Recognize and evaluate their own biases and positionality before class</li> </ul>                           |
| Physical Welcoming environment                        | <ul style="list-style-type: none"> <li>• Accessible seating arrangements</li> <li>• Music is playing as students enter</li> <li>• Welcome message on the board or slide deck</li> </ul>                             | <ul style="list-style-type: none"> <li>• Consider the feelings, space, and presence and how it may impact student learning and connection</li> </ul> |
| Appropriate Self-Disclosure                           | <ul style="list-style-type: none"> <li>• Instructor models sharing about self</li> </ul>  | <ul style="list-style-type: none"> <li>• Reflection on “why” of teaching</li> <li>• Identification of teaching philosophy</li> </ul>                 |
| Nonverbal Immediacy Behavior                          | <ul style="list-style-type: none"> <li>• Disarming syllabus policies (e.g. My Basic Needs, attendance, late assignments, etc.)</li> </ul>   | <ul style="list-style-type: none"> <li>• Integration of Universal Instructional Design Practices</li> </ul>  |
| Verbal Immediacy Behavior                             | <ul style="list-style-type: none"> <li>• Instructor greets students as they come in</li> <li>• Opportunity for students to share their names, pronouns, and information about themselves</li> </ul>                 | <ul style="list-style-type: none"> <li>• Empowers students to share their stories in a meaningful way</li> </ul>                                     |

Appreciative Pedagogy proposes an extended definition of Disarm to further integrate ACI and the Appreciative Instructor Mindset. Appreciative Pedagogy defines the Disarm phase as the interplay of welcoming and inclusive learning techniques, critical instructor self-reflection, and an invitation for the students to serve as community collaborators within the learning environment. Specific examples of how Appreciative Pedagogy is integrated into University of Cincinnati’s *PD 1015: Next Bearcat Lives Here* includes prioritizing community and connectedness the first day of class, implementing the First Five-Minutes Philosophy, and co-constructing the syllabus and policies with students and instructor.

***First Day Community Building Vs. Syllabus***

Arguably, the primary objective of a first-year seminar is to establish community, especially early in the semester. Without connection and community, a first-year seminar course is unlikely to be successful in achieving student success goals (Friedman et al., 2022).

Friedman (2022) states, "... community is the number one reason the course works to foster student persistence to the second year" (p. 77). Thus, it is important for instructors and peer instructors to prioritize relationship-building in their first day of class lesson plans. For instance, implementing get-to-know you exercises during the first day, and discussing syllabi and expectations the second or third classes, or even at the end of the first class, shows students the course priorities and value of community. This framing prioritizes the student relationships and connection over class logistics and tasks. That is not to say course expectations are not important. Rather, it demonstrates the immediate value of relationship-building, connection, and community.

### ***First 5-Minutes Philosophy***

The Disarm phase, like Strayhorn's (2019) sense of belonging, is ongoing throughout the semester. Although the first impression of the course and subsequent first few classes are critical, disarming techniques and community building is essential throughout the semester to create an inclusive, appreciative learning community. The First 5-minute Philosophy is that, in each class, every student's voice is heard within the first few minutes. Students, instructor, and peer instructor enact the philosophy through answering introductory questions, engaging in small group discussions, or practicing other hands-on activities related to course goals. The purpose and expectation of the exercise is for all course members, including students, instructor, and peer instructor, to contribute to the community and learning process, build meaningful relationships with one another, and work towards achieving course goals.

### ***Co-Constructing Syllabus and Policies***

Appreciative Pedagogy extends ACI as it invites students to co-design the syllabus and policies in a way that is appropriate for the student population and their unique needs. For instance, some PD 1015 instructors provide a draft syllabus to student the first week of the semester and allow feedback for topic additions or removals and/or policy co-creation, such as through developing a class late assignment policy. This allows students the opportunity to further buy into the course, provide necessary feedback, and participate in the learning process.

Appreciative Pedagogy in the Disarm phase integrates ACI and Appreciative Mindset into a pedagogical approach that invites practical strategies, instruction reflection, and student co-creation as learners. This phase is not only critical in the first few days of the semester, but is necessary to embed throughout the semester.

### **Discover**

Asking open-ended questions to seek student strengths and practicing active listening are key characteristics of the Discover phase in Appreciative Advising (Bloom et al., 2008). Bloom et al. (2011) defined Appreciative College Instruction Disarm characteristics as "access students' assets and stories" (pg. 13), and discussed the importance of instructor self-reflection on their assets and skills within the Appreciative Instructor Mindset (Figure 2).

**Figure 2***Discover Characteristics*

| Appreciative Advising<br>(Adapted Bloom et al., 2008) | Appreciative College Instruction<br>(Adapted Bloom et al., 2011)  | Appreciative Instructor Mindset<br>(Adapted Bloom et al., 2011)   |
|---|---|---|
| Power of Open-ended Questions                         | <ul style="list-style-type: none"> <li>Check-ins during each class</li> </ul>   | <ul style="list-style-type: none"> <li>Utilization of critical reflection questions on own experiences</li> </ul> |
| Attentive & Active Listening                          | <ul style="list-style-type: none"> <li>Students providing peer-to-peer feedback on presentations and learning activities</li> </ul> | <ul style="list-style-type: none"> <li>Instructor takes note of students' stories and examples</li> </ul>         |
| Building Rapport                                      | <ul style="list-style-type: none"> <li>Providing learning activities and assignments for students to share stories</li> </ul>       | <ul style="list-style-type: none"> <li>Model sharing stories and connecting with students</li> </ul>              |
| Focus on Strengths and Potentials                     | <ul style="list-style-type: none"> <li>Strengths assessment</li> <li>Values-based activities</li> <li>Self-reflections</li> </ul>   | <ul style="list-style-type: none"> <li>Consider own strengths and assets to the classroom</li> </ul>              |

Appreciative Pedagogy within the Discover phase seeks to integrate ACI and an Appreciative Instructor Mindset through identifying Discover as (re)sharing of stories and narratives amongst students and instructors to (re)discover strengths, assets, and values. The redefining of this phase within Appreciative Pedagogy demonstrates how stories are not simply recalled, but are constantly in process and reframed. It includes an intentional shift from student interaction to student connection, and an ongoing interchange of peer-to-peer and peer-to-instructor strengths and values.

***Stories as In Process***

Appreciative Pedagogy moves from stories as being able to be “accessed” to stories that are constantly in process. Applying poststructuralist thought, some researchers, such as Foucault, believe that power and knowledge are always in interplay and are never stable, and thus are “in process” (St. Pierre, 2008). As such, stories cannot be mined or “accessed” as the self is always in process and ever evolving (Miller, 2010). Applying the thought that stories and narratives are always unstable, ever-evolving, and incomplete, Appreciative Pedagogy extends Appreciative College Instruction through complicating the (re)writing of student and instructor stories. The “in process” of stories and self are shown not just through strengths assessments, but also exit tickets, informal/formal classroom interactions, reflections, and an ongoing analysis of the student, instructor, and peer instructor evolution over the course of the semester. Providing time during the semester for students to check-in on their own and others self-evolution through informal and formal curricular strategies create opportunities for students, instructors, and peer instructors to analyze their own stories as continuously in process.

## ***Student Interaction to Student Connection***

Often educators create community builders, learning activities, and assignments that allow students to interact, but lack a deeper connection. The Discover phase within Appreciative Pedagogy pushes students and teachers to go beyond the surface and to create and engage in experiences that can allow for purposeful student connection. Appropriately scaffolded community builders and questions, meaningful conversations, and structured collaborative learning activities leads towards fostering greater student connections. Hopkins et al. (2024) discussed the importance of appropriately scaffold community building and questioning techniques in a first-year seminar. Through a tree metaphor, they discussed the “roots” of a first-year seminar are get-to-know-you activities, “trunk” includes daily check-ins, and “leaves” represent active learning and rich group discussions (Hopkins et al., 2024). This imagery signifies a natural progression from interaction to engagement. Garner (2025) provided the example of integrating curiosity conversations into a first-year seminar. The goal of a curiosity conversation is for students to develop questions and ask them to a peer or instructor to gain deeper insights into their life as a pathway towards building a meaningful relationship. Appreciative Pedagogy challenges students and instructors to move from interaction as a checkbox to connection as a goal.

## ***Integration of Student and Instructor Strengths and Values***

The Discover phase within Appreciative Pedagogy is an opportunity to (re)discover and (re)assess student strengths, values, and skills. Students and instructors may already be aware of the gifts and talents they possess. Appreciative Pedagogy provides opportunities to (re)examine strengths in various contexts, as well as analyze the interchange of strengths within peer-to-peers and students-to-teacher interactions. The instructor and peer instructor who enact Appreciative Pedagogy in the Discover phase participates in every student discussion and assignment, leverages student and instructor strengths in the classroom community, and co-creates shared class values while respecting difference in individual value systems.

Appreciative Pedagogy’s Discover phase extends and integrates Appreciative College Instruction and the Appreciative Mindset through seeing stories as in process and constantly evolving, a shift from student interaction to student connection, and the integration of student and instructor strengths and values. This reframing creates opportunities for instructor and students to co-construct the learning process through unique strengths and shared values.

## **Dream**

The Dream phase in Appreciative Advising includes helping students formulate a vision of what they might become and assisting them in developing their goals (Bloom et al., 2008). Bloom et al. (2011) defined Dream in Appreciative College Instruction as “Embrace high expectations and focus on potential” (p. 49). Profoundly, ACI encourages Appreciative Instructors to focus on what students might become (Bloom et al., 2011). The essence of these definitions and characteristics is found in Figure 3.

**Figure 3***Dream Characteristics*

| Appreciative Advising<br>(Adapted Bloom et al., 2008)             | Appreciative College Instruction<br>(Adapted Bloom et al., 2011)   | Appreciative Instructor Mindset<br>(Adapted Bloom et al., 2011)  |
|---|--|--|
| Make Purposeful Connections between the Discover and Dream Phases | <ul style="list-style-type: none"> <li>Articulate own dreams and support peers' dreams</li> </ul>  | <ul style="list-style-type: none"> <li>See students as becoming and instill hope and self-agency thinking</li> </ul> |
| Creating Powerful Images  | <ul style="list-style-type: none"> <li>Multimodal activities to create a detailed vision for the future</li> </ul>   | <ul style="list-style-type: none"> <li>Reflect on own goals and dreams</li> </ul>                                    |
| Framework for Dreaming  | <ul style="list-style-type: none"> <li>Connect Academics, Career, and Personal Goals</li> <li>Reframe major as a barrier to overcome and instead as a way to work towards potential</li> </ul> | <ul style="list-style-type: none"> <li>Share and model dreaming</li> </ul>   |

Appreciative Pedagogy focuses and extends ACI's notion of the dream phase as becoming. The Dream phase within Appreciative Pedagogy is defined as the process of becoming and embracing the complexities of dreaming for both the student and instructor. As mentioned in the Discover phase, use of poststructuralist theories can aid appreciative educators in viewing self and concepts as always in process, evolving, and within a state of becoming (Peters & Burbules, 2004). Thus, the Appreciative Pedagogy Dream phase emphasizes the process of becoming and embraces the complexities, or "messiness," of dreaming.

***Becoming***

Within Appreciative College Instruction, an Appreciative Instructor views students as becoming (Bloom et al., 2011). Bloom et al. (2011) stated, "Instructors see students as who they can become, rather than who they are" (p. 49). In other words, becoming is defined in the context of this phase as applying evolving strengths, skills, and stories towards visioning their ongoing development and next steps. Appreciative Pedagogy extends and amplifies that students and instructors are *both* in the process of becoming as they learn with and from one another in a co-constructed learning environment. This process is especially evident in the Dream phase, which requires sharing of dreams and creating a detailed plan for the future (Bloom et al., 2011). Appreciative Pedagogy is applied within University of Cincinnati's first-year seminar. For instance, UC's strategic plan is "Next \_\_\_\_ Lives Here", which is also the first-year seminar's course name. Students, instructors, and peer instructors then fill in the blank, such as Next *Doctor* Lives Here or Next *Changemaker* Lives Here, and revisit their responses throughout the semester to evaluate change and becoming.

***Embracing the Messiness of Dreams***

Appreciative Pedagogy proposes a new framing of the Dream phase that encourages students and instructors to embrace the messiness of dreaming. Dreaming can invoke images

of castles in the sky, and too often, with the complexities of today's student experiences, dreaming can be challenging and difficult. For instance, is it possible to ask a student to dream of their future when their basic needs (shelter, food, income) are not yet met?

Appreciative Pedagogy creates a space for students and instructors to embrace the complexities of dreaming. That is not to say to *not* dream, but to create opportunities for discussion around how our experiences shape the way we dream.

Dreaming can create unique opportunities for students and instructors to reflect and vision for the future. It is a space that is constantly evolving and changing with new and revisited lived experiences and contexts. Appreciative Pedagogy embraces the nuances of students and instructors as becoming through the process and messiness of dreaming.

## Design

The Design phase within Appreciative Advising and Appreciative College Instruction focus on goal setting. Within the former, Bloom et al. (2008) defined the Design phase as helping students devise and co-create incremental and achievable goals. Similarly, Bloom et al. (2011) defined the Design phase within Appreciative College Instruction as, "Become interdependent and resourceful in co-constructing plans" (p. 49). The Design phase executes the Dream phase into action. An overview of Appreciative Advising, ACI, and an Appreciative Instructor Mindset is found in Figure 4.

**Figure 4**

### *Design Characteristics*

| Appreciative Advising<br>(Adapted Bloom et al., 2008) | Appreciative College<br>Instruction<br>(Adapted Bloom et al., 2011)  | Appreciative Instructor Mindset<br>(Adapted Bloom et al., 2011)  |
|---|--|--|
| Teach Students to Make Decisions                      | <ul style="list-style-type: none"> <li>• Develop time management skills</li> <li>• Taking responsibility within the decision-making process</li> </ul> | <ul style="list-style-type: none"> <li>• Reflect on own decision-making process</li> </ul>                               |
| Make Effective Referrals                              | <ul style="list-style-type: none"> <li>• Connecting students with holistic resources to support their success</li> </ul>                               | <ul style="list-style-type: none"> <li>• Engage and learn about the campus community</li> </ul>                          |
| Give Positive Feedback and Encouragement              | <ul style="list-style-type: none"> <li>• Noting what students do well on the assignment/discussion</li> </ul>  | <ul style="list-style-type: none"> <li>• Consider opportunities to co-create motivational plans with students</li> </ul> |
| Be Aware of The Curse of Knowledge                    | <ul style="list-style-type: none"> <li>• Clarify instructional goals and purpose</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify hidden biases and assumptions surrounding campus resources</li> </ul>  |

In Appreciative College Instruction's Design phase, Bloom et al. (2008) focused on time management as a key skill to learn, especially within student success courses. Appreciative Pedagogy redirects the focus from time management to the importance of designing parallel plans and leveraging student's and instructor's support networks to achieve

goals. As such, Appreciative Pedagogy is defined as developing parallel plans with a support network's input.

### ***A Shift Toward Parallel Planning***

ACI in the Design phase emphasizes the development of time management strategies. Appreciative Pedagogy shifts the focus towards parallel planning, which aligns with today's educational goals, students, and increasingly unpredictable post-collegiate opportunities. Within Appreciative Pedagogy, students and instructors create and deliver parallel plans, starting with utilizing neutral language, self-assessing skills, co-creating goals, and researching options (Streufert, 2020). Within University of Cincinnati's PD 1015 first-year seminar, students, instructor, and peer instructor co-create various parallel plans and pathways towards an identified goal. They build from strengths, values, and reflection, as well as use practical tools, such as O\*Net and Occupational Outlook Handbook, in the plan's design. Students have ownership of their plans while learning with and from classmate's construction.

### ***Support Network and Co-creation of Planning***

Appreciative Pedagogy involves students and their extended networks, which may include the instructor, when developing goals and extends ACI, which discusses goals as co-created between students and the instructor. This extension beyond the student-instructor relationship acknowledges that students and instructors bring a larger network of personal and professional individuals who can support decision-making, parallel planning, and connection with resources. University of Cincinnati's PD 1015 first-year seminar instructors and peer instructors support students in identifying their support networks and discuss how to meaningful integrate them into the parallel planning process. The Design phase within Appreciative Pedagogy moves past the student-instructor binary to involve a larger network of individuals who can support the planning process.

Appreciative Pedagogy centers design efforts around parallel planning, which is reflective of today's students and sociopolitical climate. Appreciative Pedagogy also involves a larger support network outside of the class community in the planning process. Students and instructors apply their networks and campus resources as students work towards achieving their goals.

### **Deliver**

Within Appreciative Advising, Bloom et al. (2008) characterized the Deliver phase as the student following through on their plans and the advisor supporting and helping to refine plans as needed. Comparatively, Appreciative Instruction supports students' examination of various pathways to success and builds resiliency (Bloom et al., 2011). Within the Deliver phase, ACI focuses on feedback, assessment, and evaluation from both the instructor and student (Bloom et al., 2011). ACI challenges the student to not only focus on the course grade, but also on the growth and learning process (Bloom et al., 2011).

**Figure 5***Deliver Characteristics*

| Appreciative Advising<br>(Adapted Bloom et al., 2008) | Appreciative College Instruction<br>(Adapted Bloom et al., 2011)                       | Appreciative Instructor Mindset<br>(Adapted Bloom et al., 2011)  |
|---|--|--|
| Motivate & Energize Students to be Their Best         | <ul style="list-style-type: none"> <li>Verbal/written encouragement</li> </ul>         | <ul style="list-style-type: none"> <li>Energize students and provide feedback</li> <li>Seeks student feedback</li> </ul>   |
| Anticipate Roadblocks                                 | <ul style="list-style-type: none"> <li>Utilize peer and instructor feedback</li> </ul> | <ul style="list-style-type: none"> <li>Encourage peer support</li> </ul>   |
| End the Conversation Well and Follow-up               | <ul style="list-style-type: none"> <li>Monitor progress towards goals</li> </ul>       | <ul style="list-style-type: none"> <li>Facilitate a belief in self as a motivator and facilitator</li> <li>Self-evaluate successes and growth opportunities</li> </ul> |

Appreciative Pedagogy extends ACI through defining the Deliver phase as students are (re)energized in their learning and goal attainment through the encouragement and support of their instructor and peers. Students and instructors work together to anticipate obstacles, and instructors seek to remove barriers to student success.

***Anticipating Obstacles***

Appreciative Pedagogy returns to one of Appreciative Advising's key characteristics in the Design phase: anticipates roadblocks. Bloom et al.'s (2011) ACI examples largely focus on assessment and evaluation. Although important, Appreciative Pedagogy returns to the student's parallel plans and centers on student goal refinement. Within *PD 1015: Next Bearcat Lives Here*, a University of Cincinnati first-year seminar, instructors and peer instructors support students in identifying strengths and gaps in skills, learning, and knowledge as they design their plans. Anticipating what else they need to engage in their collegiate career to obtain their goals is critical to their success during and after college.

***Removing Student Success Barriers***

Although students identify potential obstacles, instructors also must anticipate student success barriers. Collegiate policies, academic curriculum, financial aid, and campus resources (or lack thereof) are examples of potential institutional barriers. First-year seminar instructors can serve as advocates for policy change and practice that can help students successfully obtain their desired goals and pathways.

The Deliver phase in Appreciative Pedagogy focuses on continuous refinement of parallel plans and goals, including anticipating obstacles and involving an extended support network. Instructors play a critical role in advocating for and removing institutional barriers that might otherwise impede student success.

***Don't Settle***

The final phase of Appreciative Advising, Don't Settle, states the advisor challenges the student to raise their own internal bar of self-expectations (Bloom et al., 2008). Within Appreciative College Instruction, the Don't Settle phase inspires positive restlessness defined

as building upon prior successes rather than failures to work towards new goals (Bloom et al., 2011). Instructors and students both work to improve their skills (Bloom et al., 2011).

### Figure 6

#### *Don't Settle Characteristics*

| Appreciative Advising<br>(Adapted Bloom et al., 2008) | Appreciative College Instruction<br>(Adapted Bloom et al., 2011)                                 | Appreciative Instructor Mindset<br>(Adapted Bloom et al., 2011)                 |
|---|--|---|
| Support and Challenge                                 | <ul style="list-style-type: none"> <li>Celebrate achievement of small and large goals</li> </ul> | <ul style="list-style-type: none"> <li>Reflect on growth as educator</li> </ul> |
| Raising the Bar                                       | <ul style="list-style-type: none"> <li>Raise their own bar of expectations</li> </ul>            | <ul style="list-style-type: none"> <li>Individualize student support</li> </ul> |
| Virtuous Cycle  | <ul style="list-style-type: none"> <li>Enact positive restlessness</li> </ul>                    | <ul style="list-style-type: none"> <li>Inspire positive restlessness</li> </ul> |

Appreciative Pedagogy defines Don't Settle as students and instructors commit to learning and growing within their plans and pedagogy. A defining feature that extends ACI's characteristics is the emphasis on continued growth through reflection in action.

#### ***Growth Through Reflection in Action***

Appreciative Pedagogy's Don't Settle phase recenters ACI's efforts to reflect on growth and evolution. Providing students and instructors opportunities to reflect, analyze, and evaluate their progress and development creates opportunities to apply their learning to actionable next steps. An example of reflection in action is through University of Cincinnati's PD 1015 first-year seminar. Instructors often design end-of-semester projects that allow for students to present their parallel plans, combining reflection and action. In these presentations, student identify and reflect on their strengths, values, and skills. Then, utilizing career research resources, support networks, and informational interviews, they design parallel plans and indicate the on and off-campus opportunities they will need to grow their competencies for their intended pathways. Similarly, instructors and peer instructors identify strengths and growth opportunities in their facilitation practices and how they will continue to evolve their pedagogical approach.

The Don't Settle phase within Appreciative Pedagogy invites instructors and students to reflect and apply their learnings into actionable and informed next steps. Although reflection is integrated throughout all phases, Don't Settle creates an opportunity for all to take action.

#### **Conclusion**

Appreciative Pedagogy is an integrated approach toward designing, developing, and delivering asset-based curriculum where students and instructors serve as co-creators and learners. Appreciative Pedagogy seeks to honor and build upon Bloom et al.'s (2011) seminal work within Appreciative College Instruction and the Appreciative Instruction Mindset. The article proposes a new definition of Appreciative Pedagogy and subsequent phases (Figure 7).

**Figure 7***Appreciative Pedagogy Phases Definition Summary*

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|              |   |
|--------------|---|
| Disarm       | Interplay of welcoming, inclusive learning techniques, critical instructor self-reflection, and invitation for the student to serve as community collaborators within the learning environment  |
| Discover     | (Re)sharing of stories and narratives amongst students and instructors to (re)discover strengths, assets, and values  |
| Dream        | The process of becoming and embracing the complexities of dreaming for both the student and instructor  |
| Design       | Developing parallel plans with a support network's input  |
| Deliver      | Students are (re)energized in their learning and goal attainment through the encouragement and support of their instructor and peers. Students and instructors work together to anticipate obstacles, and instructors seek to remove barriers to student success. |
| Don't Settle | Students and instructors commit to learning and growing within their plans and pedagogy.  |

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In summary, Appreciative Pedagogy strives to capture the philosophy and spirit of the appreciative movement, while integrating recent first-year seminar teaching and learning practices and language. Reframing and recentering these critical concepts call for instructors to continuously assess and grow their pedagogical practices to best meet the needs of students.

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