Increasing Impact and Engagement: Using the Learning Partnerships Model in Orientation Programming

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Where we’re coming from

Functionally...
• developed a framework for student outcomes
• made developmentally appropriate changes to program
• utilized Learning Partnerships Model (Baxter Magolda, 2004)

Contextually...
• new to institution
• attracted to engaged learning mission
• joined a division ready for change
Creating Meaningful Experiences

• What are some desired outcomes of your program?
• What does success look like?
• What competencies do you want your students to have as a result of attending Orientation?
What do students expect of Orientation?

How do students’ expectations compare to our desired outcomes?
Journey Toward Self-Authorship

**Leading Edge:** Recognizing that multiple perspectives exist

Dependent on others for answers, values, identity

**Leading Edge:** Evaluating multiple perspectives to form internal beliefs

Beginning to question authority, form views, develop identity

**Leading Edge:** Acting consistently based on internal beliefs

Forming own sense of values and views to guide relationships and decisions

Externally Focused >>

Self-Authored Life

>> Internally Focused

Our Framework: The 4 Cs

- **Confident**...ideas of autonomy
- **Comfortable**...ideas of support
- **Connected**...ideas of belonging
- **Curious**...ideas of discovery
- Purposeful framework set up our measurable goals
Our Goals

• New students will utilize written reflection as a means to recognize differences between:
  – their high school experience and their anticipated Miami experience
  – their expectations of Miami before Orientation, and how those expectations are altered as a result of Orientation
  – their own expectations and goals, and those of their parents’ and family members
• New students will be able to identify at least one campus resource that they might utilize to support their success at Miami.
• New students will keep in touch (via email, facebook, etc.) with one or more students whom they meet at Orientation.
• New students will identify at least one exploratory question/topic to discuss with their academic advisor on Day 2.
Getting from here to there

• Developmental framework/goals don’t automatically translate into developmental programs

• What formats/methods do our programs currently use?
  • lecture style presentations
  • small group discussions with student leaders
  • group advising
  • skits
  • resource fair
The Learning Partnerships Model (LPM)

Support

- Validate learners’ capacity to know
- Situate learning in learners’ experience
- Define learning as mutually constructing meaning

Challenge

- Portray knowledge as complex & socially constructed
- Self is central to knowledge construction
- Share authority & expertise in the learning process

Incorporating the LPM

- **Written reflection** solves the breadth vs. depth problem
- **Reflection** activity gives structure to group discussions
- **Goal-setting** prompts feelings of control & connection
- **Individual advising** humanizes a process that students typically understand as mechanical
Impact and Inspiration

Results

• Faculty, staff, advisors WANT to see me
• College is different from high school
• Miami isn’t what I expected

Future plans

• Thinking about families
• considering clickers
• seeking seamlessness
References

