What are your pressing concerns about creating a collaborative learning partnership on your campus?

What would you like to learn about developing a collaborative learning partnership with faculty or other staff on your campus?
Learning Reconsidered: Creating Collaborative Learning Partnerships on Campus

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Workshop Goals

- Gain an understanding of Learning Reconsidered and its implications on Student Affairs practice.
- Learn how to develop collaborative learning partnerships between academic and student affairs.
- See an example of how to intentionally plan and assess a program using Learning Reconsidered principles.
- Discuss pressing concerns about developing collaborative learning partnerships.
- Share best practices.
Student Learning

- A primary focus of higher education
- Occurs in all areas on campus and throughout the college experience.
- Learning Reconsidered (2004) considers learning as a “comprehensive, holistic, transformative activity that integrates academic learning and student development, processes that have often been considered separate, and even independent of each other”
Learning Reconsidered

- “An argument for the integrated use of all of higher education’s resources in the education and preparation of the whole student” (LR, p. 3).
- Calls for the collaboration of academic affairs, student affairs and other university departments to work together
Seven Student Learning Outcomes

- Cognitive Complexity
- Knowledge Acquisition, Integration, and Application
- Humanitarianism
- Civic Engagement
- Interpersonal and Intrapersonal Competence
- Practical Competence
- Persistence and Academic Achievement

Source Learning Reconsidered 2 (2006)
Seven Student Learning Outcomes

- **Cognitive Complexity**
  - Development of critical thinking skills
  - Program examples include lectures or debates on a current events topic, showing documentary films, campus advocacy groups, cultural music programming and campus media.

- **Knowledge Acquisition, Integration, and Application**
  - Understanding knowledge from a range of disciplines (Acquisition)
  - Connecting knowledge to other knowledge, experience, or ideas (Integration)
  - Relate knowledge to daily life (Application)
  - Program examples include relating skills learned in class to leadership experiences in student organizations, activities programming, arts/drama clubs, internships/jobs, service learning and living-learning communities
Learning Outcomes (cont.)

- **Humanitarianism**
  - Understanding and appreciation of human differences, cultural competence and social responsibility
  - Examples are programs that explain and show case diversity such as international food festivals, international or local artists to perform dance or music, diverse membership of student organizations, service learning, programs on world religions

- **Civic Engagement**
  - Development of a sense of civic responsibility and commitment to public life
  - Program examples include involvement in student organizations (RHA, Student Government), community based organizations, leadership forums, protest/activism, student judicial boards, service learning
Interpersonal and Intrapersonal Competence

- Development of self such as identity, self esteem, confidence, ethics, integrity, personal goal setting and spiritual awareness. Development of meaningful relationships, collaboration and ability to work with people different from self.

- Program examples include activities that help students set personal goals, leadership retreats, leadership positions on campus, dialogues between students and/or staff, groups projects
Learning Outcomes (cont.)

- **Practical Competence**
  - Development of effective communication skills, ability to manage one’s own life, personal health & wellness, living a purposeful and satisfying life
  - Programs examples include activities that teach and utilize life skills, club and recreation sports, career development courses, wellness programming

- **Persistence and Academic Achievement**
  - Manage the college experience to achieve academic and personal success
  - Program examples include honoring academic achievement, bring in speakers/lecturers that talk about academic success, mentoring by faculty/staff, and peer mentoring
World Music Concert

- Semester partnership between programming board, Music Department and Communication Studies and Theatre Department
- Laying the groundwork
  - Divisions of Academic Affairs and Student Affairs conduct a joint retreat
World Music Concert (cont.)

- Developing the relationships
  - Certain faculty members saw the value in partnering
  - Identifying partners on campus

- Creation & implementation of the program
  - Developed program goals
    - Give students exposure to cultural music offerings that have not been present on campus before
    - Tie the cultural music performance into an academic course(s)
    - Maximize the educational and entertainment value of this program.
World Music Concert (cont.)

- Creation & implementation of the program (cont.)
  - Developed learning outcomes
    - Students will be able to articulate differences and similarities between this music genre and instruments and the ones they are currently studying. (Cognitive Complexity)
    - Students will be able to relate how this music genre and instruments connects to their current music skill set. (Knowledge Acquisition, Integration and Application)
    - Students will be able to identify ways that this musical performance is important to the culture and identity of the artist. (Humanitarianism)
World Music Concert (cont.)

- Creation & implementation of the program (cont.)
  - Learning infused into performance and performer visit
  - Educational assignments for designated courses

- Follow up
  - Decided to make this a regular partnership
Benefits of World Music Concert

- Achieved program goals and maximized educational value of the program
- Good attendance numbers
- Minimizes competition with other campus events or replicating events
- Element of campus community
- Brought focus to music diversity on campus
- Opportunity for students to work with faculty and staff
- Working together meant less stress to make sure the event was successful.
Lessons Learned from World Music Concert

- It's hard work!
- Know your university and its context
- Expectation that programming board will plan entire event and cover majority of the expenses
- Set aside time to plan during academic semesters
- This was a stand alone program and can be developed into a learning opportunity that will take place throughout the semester
- Plan ahead. Determine learning outcomes and program goals and use these as guiding principles in planning.
- Make sure to not over collaborate with the same departments yet take advantage of opportunities
Pressing Concerns/Best Practices
Thanks for attending!!

Please feel free to contact us with any questions:

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