

# Introduction to Integrative Learning

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# Outcomes

(This workshop is a requirement for the Integrative Learning Pathway)



Explain the five integrative learning principles as identified in the AAC&U VALUE rubric



Identify differences and common elements among the benchmark, milestone and capstone levels for each principle



Categorize learning activities by integrative learning principle



Discuss the connection between integrative learning and General Education

# Other Integrative Learning Pathway Workshops

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**Introduction to ePortfolios** (see MC Learns for offerings)

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**Promoting Student Success with Metacognition** (additional dates to be added soon)

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**Creating Connected Learning Experiences** (coming spring 2020)

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**Integrated Communication: Linking Form to Function** (coming spring 2020)

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**Beyond the Classroom: Adapting and Applying Course Skills** (coming spring 2020)

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Watch for workshops with the "Integrative Learning in Action" label and "Integrative Learning Showcases"

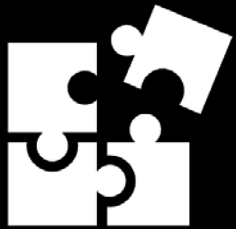
# What is Integrative Learning?



(American Association  
of Colleges and  
University, VALUE  
Rubric for Integrative  
Learning)

"Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus."

# What is Integrative Learning?

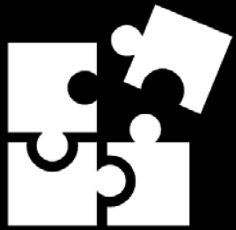


~Ithaca College,  
Integrative  
Core Curriculum

[https://www.ithaca.edu/icc/what\\_is\\_it/](https://www.ithaca.edu/icc/what_is_it/)

"Integrative learning is the process of making connections among concepts and experiences so that information and skills can be applied to novel and complex issues or challenges."

# What is Integrative Learning?

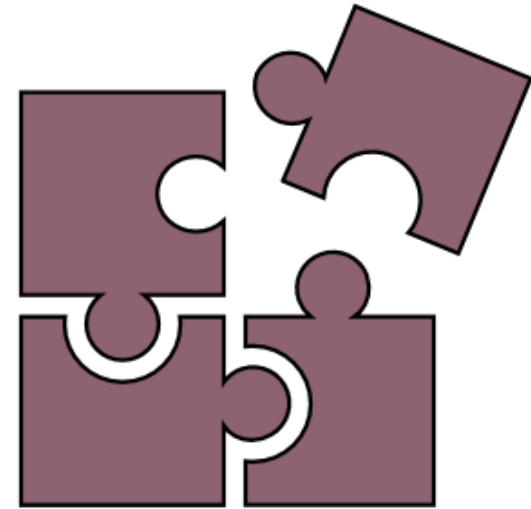


In my own  
words...

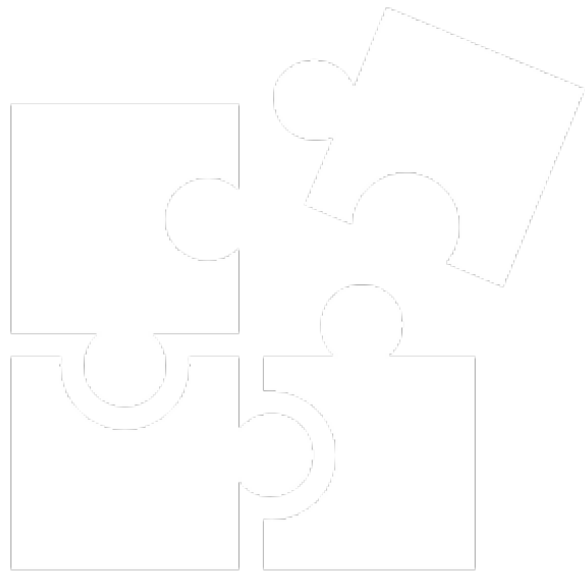
Integrative learning is learning that does not stay in the "space" where you learned it. It must move, overlap, synthesize, connect, and apply.

# Why Integrative Learning?

- Makes learning relevant and meaningful
- Cultivates lifelong learning habits
- Promotes engagement
- Contributes to career development and future success
- Meets essential component of MC's General Education program



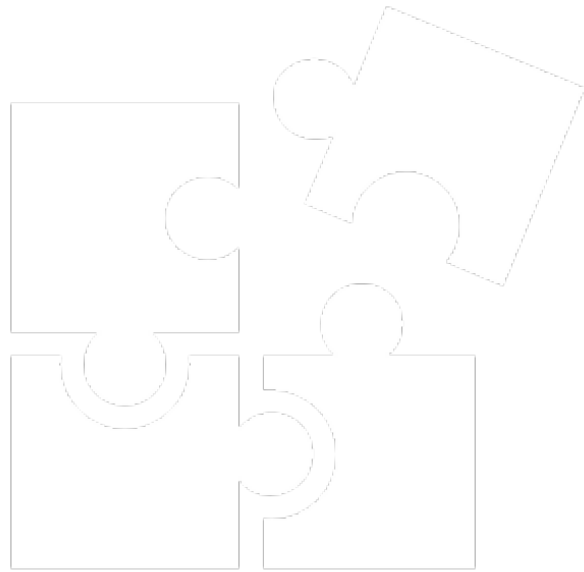
# Integrative Learning and General Education



All courses in the General Education Program will foster principles of integrative learning and contribute to students' ability to "Apply integrative thinking across disciplines in order to solve complex problems through collaboration and the synthesis of knowledge."



# The Vision



A college-wide culture where students, faculty and staff:

- ❧ know what integrative learning means
- ❧ can give examples of integrative learning
- ❧ have experiences with integrative learning

# Principles of Integrative Learning

## (from the AAC&U VALUE Rubric)

- **Connections to Experience:** Connects relevant experience and academic knowledge
- **Connections to Discipline:** Sees (makes) connections across disciplines, perspectives
- **Integrated Communication:** Makes strategic and meaningful communication choices across multiple contexts and purposes (professional, academic, and civic)
- **Transfer:** Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations
- **Reflection and Self-Assessment:** Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)

# Getting to Know the AAC&U Integrative Learning VALUE Rubric

- Connections to Experience
- Connections to Discipline
- Transfer and Application
- Integrated Communication
- Reflection and Self-Assessment

INTEGRATIVE LEARNING VALUE RUBRIC <i>for more information, please contact value@aacu.org</i>				
<b>Definition</b> Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. <i>Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.</i>				
	Capstone 4	Milestones 3                      2		Benchmark 1
<b>Connections to Experience</b> <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/ theories/ frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to one's own.
<b>Connections to Discipline</b> <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
<b>Transfer</b> <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
<b>Integrated Communication</b>	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
<b>Reflection and Self-Assessment</b> <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., work with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

#### Definition

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<b>Connections to Discipline</b> <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
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# Integrative Learning Sorting Activity

☐ = Going Well   
 ☐ = Getting There   
 ☐ =Need to Develop

Activity/ Assignment	Conne- tion to experience	Conne- tion to discipline	Transfer and Applica- tion	Integrated Communica- tion	Reflection/ Self- Assessment
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# Resources



[AAC&U VALUE Rubric](#)



[MC Integrative Learning field guide](#)



*The Power of Integrated Learning*, 2016,  
William Sullivan

# Session Evaluation

Please complete before leaving