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

<table>
<thead>
<tr>
<th>Introduction to ePortfolios</th>
<th>(see MC Learns for offerings)</th>
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<tbody>
<tr>
<td>Promoting Student Success with Metacognition</td>
<td>(additional dates to be added soon)</td>
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<tr>
<td>Creating Connected Learning Experiences</td>
<td>(coming spring 2020)</td>
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<tr>
<td>Integrated Communication: Linking Form to Function</td>
<td>(coming spring 2020)</td>
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<tr>
<td>Beyond the Classroom: Adapting and Applying Course Skills</td>
<td>(coming spring 2020)</td>
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Watch for workshops with the "Integrative Learning in Action" label and "Integrative Learning Showcases"
"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."

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

"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."

~Ithaca College, Integrative Core Curriculum
https://www.ithaca.edu/icc/what_is_it/
What is Integrative Learning?

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
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 Sorting Activity

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.

<table>
<thead>
<tr>
<th>Capstone 1</th>
<th>Milestones 2</th>
<th>Benchmark 3</th>
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<tbody>
<tr>
<td><strong>Connections to Experience</strong>&lt;br&gt;Connects relevant experience and academic knowledge.</td>
<td>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 their own points of view.</td>
<td>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.</td>
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<tr>
<td><strong>Connections to Discipline</strong>&lt;br&gt;Serves (makes) connections across disciplines, perspectives.</td>
<td>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.</td>
<td>Independently connects examples, facts, or theories from more than one field of study or perspective.</td>
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<tr>
<td><strong>Transfer</strong>&lt;br&gt;Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations.</td>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</td>
<td>Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.</td>
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<tr>
<td><strong>Integrated Communication</strong></td>
<td>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.</td>
<td>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.</td>
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<tr>
<td><strong>Reflection and Self-Assessment</strong>&lt;br&gt;Demonstrates a developing sense of self as a learner, building on prior experiences to respond.</td>
<td>Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and different fields of knowledge) to increase effectiveness in different situations.</td>
<td>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and complexity).</td>
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<tr>
<td>Activity/Assignment</td>
<td>Connection to experience</td>
<td>Connection to discipline</td>
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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