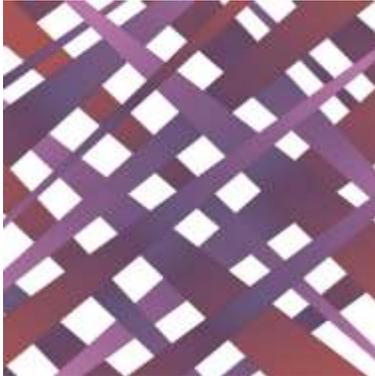


Integrative Learning Pathway



The Integrative Learning pathway is a series of workshops inspired by the principles outlined in the [AAC&U Integrative Learning VALUE rubric](#). The workshops in this pathway will support faculty implementation of Integrative Learning in their General Education courses as well as promote integrative learning principles across the curriculum. Topics addressed in the pathway will include different types of connections, integrative learning for ePortfolios, metacognitive reflection, integrated communication, and transfer of concepts to new contexts.

Pathway Outcomes:

- Define integrative learning and the integrative learning principles outlined in the AAC&U VALUE Rubric
- Identify course-appropriate integrative learning strategies
- Design assignments and activities that prompt students to engage in integrative learning
- Apply integrative learning principles throughout their courses

Pathway Workshops:

Course Title	Workshop Description
Introduction to Integrative Learning <i>(required)</i>	<p>Description: This workshop is an overview of Integrative Learning as defined in the AAC&U VALUE rubric. The workshop will include a discussion of the five principles (Connection to Experience, Connection to Disciplines, Transfer, Integrated Communication, Metacognitive Reflection). In addition, participants will engage in activities to explore examples of each principle.</p> <p>Outcomes:</p> <ul style="list-style-type: none">● Explain the five integrative learning principles as defined in the AAC&U VALUE rubric● Identify differences and commonalities among the benchmark, milestone and capstone levels for each Integrative Learning principle● Categorize learning activities by integrative learning principle● Discuss the connection between integrative learning and General Education

<p>Introduction to ePortfolios <i>(required)</i></p>	<p>Description: Explore how ePortfolios support student learning by promoting the synthesis of learning, development of metacognitive skills and intentional decision-making. As part of this session, we will discuss strategies for integrating ePortfolios into a course and support resources available to faculty, staff, and students. Finally, we will share opportunities and resources for joining the existing ePortfolio pilot.</p> <p>Outcomes: Participants will be able to</p> <ul style="list-style-type: none">● Explain the benefits of ePortfolios for student learning and how program-level ePortfolios support student success and completion● Explain the difference between different types of ePortfolios● Explain how ePortfolios can be used to support metacognitive skills and integrative learning● Identify strategies for integrating ePortfolios into a course● Describe ePortfolio pedagogy● Identify ways to participate in the ePortfolio pilot
<p>Promoting Student Success with Metacognition <i>(required)</i></p>	<p>Workshop Description: Metacognition—getting students to <i>think about their own thinking and learning</i>—is important to their success. Metacognitive practices include identifying steps and materials required to complete an assignment successfully; reflecting on and assessing one’s performance; taking ownership for successes and failures; identifying opportunities to transfer skills; and adjusting approaches to maximize learning and performance. In this workshop, participants will learn more about metacognition and strategies to integrate metacognitive practices into their courses.</p> <p>Outcomes:</p> <ul style="list-style-type: none">● Define metacognition● Communicate the benefits of practicing metacognition on student success● Evaluate various metacognitive strategies and activities● Plan at least two metacognitive activities to use in class● Consider how to use the Reflection and Self-Assessment segment of the AAC&U Integrative Learning VALUE rubric to evaluate student work

<p>Creating Connected Learning Experiences</p> <p><i>(elective)</i></p>	<p>Description: Effective faculty guide students to make relevant connections between what they learn in classes, extracurricular activities, and the world around them. In this workshop, we will explore the benefits of making personal, discipline, and real-world connections to increase student learning and retention. In addition, we will unpack the “making connections” principles from the AAC&U Integrative Learning VALUE rubric and demonstrate what the principles look like in practice.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> ● Compare and contrast the different types of integrative learning connections ● Identify differences and common elements among the benchmark, milestone and capstone levels for each integrative learning principle ● Explore how students can connect complex issues within a subject to each other, to their majors and to life experiences ● Draft sample assignments or activities that emphasize connections ● Consider how to use the “making connections” segments of the AAC&U Integrative Learning VALUE rubric to evaluate student learning
<p>Beyond the Classroom: Adapting and Applying Course Skills</p> <p><i>(elective)</i></p>	<p>Description: Student success goes beyond the grades students earn on course assignments. Successful students can transfer what they learn to facilitate understanding of and solve real-world problems. This workshop will encourage faculty to guide students from classroom practice to real-world implementation of course skills, abilities, theories, and methodologies.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> ● Identify the most transferable skills, abilities, theories, methodologies in their courses ● Create classroom assignments for students to practice and build confidence in the transferable skills ● Brainstorm ways to link students to opportunities to use and apply the skills outside of the classroom ● Consider how to use the Transfer segment of the AAC&U Integrative Learning VALUE rubric to give students feedback for their work beyond the classroom

<p>Integrated Communication: Linking Form to Function <i>(elective)</i></p>	<p>Description: From essays to lab reports and beyond, students need to engage in decision-making about what to include in and how best to present their message. Integrated communication involves aligning content and format in different contexts. In this workshop, participants will discuss the principle of Integrated Communication and begin to apply it to an assignment or activity.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> ● Define integrated communication ● Identify differences and common elements among the benchmark, milestone and capstone levels of Integrated Communication ● Model for students the importance of aligning content (e.g. sources, message, information) and form (text, visual, etc.) that is meaningful to the audience and purpose ● Explore resources that support students’ development of integrated communication competency ● Draft or revise an assignment or activity to increase opportunities for integrated communication ● Consider how to use the Integrated Communication segment of the AAC&U Integrative Learning VALUE rubric to evaluate student work
<p>Integrative Learning in Action <i>(elective)</i></p>	<p>Any MC workshop with this designation can count as a pathway elective. These workshops feature faculty highlighting a topic that demonstrates the integration of two or more disciplines. Participants may attend as many of these sessions as they wish; however, <u>only one</u> <i>Integrative Learning in Action</i> workshop can fulfill a pathway elective.</p>
<p>Integrative Learning Showcase <i>(elective)</i></p>	<p>The Integrative Learning showcase will feature faculty highlighting specific integrative learning assignments from their courses. Each faculty will identify the relevant integrative learning principles, share successes and challenges of preparing and implementing the assignment and explain how they assess the assignment, including use of the Integrative Learning VALUE rubric.</p>
<p>Any MC ePortfolio workshop beyond Introduction to ePortfolios <i>(elective)</i></p>	<p>Workshop descriptions and outcomes will vary. Check for new additions in MC Learns and watch for flyers. <u>Only one</u> ePortfolio workshop beyond <i>Introduction to ePortfolios</i> can fulfill a pathway elective.</p>

Requirements for Pathway Certification:

- **Sign up in MC Learns through Workday for one of the designated Integrative Learning workshops.** Participants who attend one of the workshops can be added to a Blackboard site to access resources, complete any pathway workshops offered asynchronously, and receive updates from the pathway coordinator.
- **Complete six workshops—three** required workshops and **three** electives chosen from the Integrative Learning pathway list. Although you can complete the courses in any order, it is recommended that you start with Introduction to Integrative Learning. Required workshops started fall 2019, and electives will begin fall 2021. Additional electives will be offered in the future. **NOTE:** *Participants who have completed an ePortfolio training at Montgomery College for credit may complete a fourth elective in the place of the required **Introduction to ePortfolios** workshop.*
- **Complete an ePortfolio** that highlights your application of the Integrative Learning principles. The portfolio should include at least one artifact (assignments, handouts, slides, e.g.) representing **each** of the workshops you completed. Accompanying each artifact should be a reflection explaining how the artifact represents the integrative learning and how you have used or plan to use it to support student learning. You may use whichever platform or tool you choose for your portfolio; however, the College has [resources](#) to support Weebly as an ePortfolio platform.
- **Submit the ePortfolio link and completed course list form** to the appropriate place on the Blackboard site. The pathway coordinator and any relevant pathway instructors will review the ePortfolio and submit your name for pathway credit and recognition.