

Students do the integrating. All we can do is provide the opportunities.

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*Association
of American
Colleges and
Universities*

Importance of Integrative Learning: 2018

- Why?
- AAC&U Liberal Education and America's Promise: LEAP
- Essential Learning Outcomes: ELOs
- High Impact Practices: HIPs
- Integrative Learning
- VALUE- Valid assessment learning- undergraduate education.
- Crucible Moment- Importance of citizenship
- Employer Surveys-Importance of vocation
- Integrative Learning and Signature Work
- Equity and Inclusive excellence

The LEAP Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students can prepare for both responsible citizenship and a global economy by achieving the Essential Learning Outcomes (ELOs).



› KNOWLEDGE OF HUMAN CULTURES AND THE PHYSICAL AND NATURAL WORLD

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

› INTELLECTUAL AND PRACTICAL SKILLS, INCLUDING

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

› PERSONAL AND SOCIAL RESPONSIBILITY, INCLUDING

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

› INTEGRATIVE AND APPLIED LEARNING, INCLUDING

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with employers and with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *College Learning for the New Global Century* (2007) and *The LEAP Vision for Learning* (2011). For more information, see www.aacu.org/leap.



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Importance of Integrative Learning: 2018

- **High Impact Practices: HIPs**

High Impact Practices

- **High-Impact Educational Practices (HIPs).** These are evidence-based practices that engage and challenge students. They include such things as first-year seminars, intensive writing, collaborative projects, internships, learning communities, undergraduate research, capstone courses, and diversity/global learning courses and programs.

Importance of Integrative Learning: 2018

- **Integrative Learning**

Defining integrative learning

Integrative teaching and learning is marked by:

- the capacity to see and make productive connections (across disciplines, between the curriculum and co-curriculum, between theory and practice).
- shared curricular questions and priorities.
- rich conversation and cross-talk between the disciplines. Courses are not monologues.

adapted from “Integrative Learning: Mapping the Terrain” (Huber and Hutchings)

Philosophy:

Distributional v. integrative general education

Distributional models

- 'cafeteria-style'
- curricular priority: disciplinarity
- little or no curricular coherence
- little or no cross-disciplinary conversation

Integrative models

- curricular priority: the synthesis of learning from wide variety of sources
- cross-disciplinary and shared conversation
- curricular coherence is the goal

Comparative Philosophies of General Education

	Disciplinary Scholar	Effective Citizen
Content of curriculum	Key concepts/methods of inquiry defined by discipline	Knowledge and skills vital to modern society
Ideal graduate	Beginning disciplinary practitioner	Effective citizen
Emphasis	Method	Action
Breadth/Depth	Intensive introduction to range of basic disciplines	Comprehensive introduction to current knowledge
Source of Coherence	Individual student pieces together	Intentional integration to prepare graduates well
Likely Locations	Research mission and disciplinary culture	Student-centered focus and public mission
Orientation	Understanding of scholarly methods; intellectual heritage	Development of tools and commitment to shaping the future



Differing goals for general education

The disciplinary scholar

“The emphasis is less on coherence and unity of knowledge as it is on a series of intensive experiences in the disciplines.”

The effective citizen

“The curriculum is built around the issues and problems graduates will be expected to confront in order to lead productive lives.”

from Newton, R. (2000). Tensions and models in general education planning. *Journal of General Education* (49)3.

Importance of Integrative Learning: 2018

- **VALUE- Valid assessment learning- undergraduate education.**

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

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.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Connections to Experience <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 own interests.
Connections to Discipline <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.
Transfer <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.
Integrated Communication	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.
Reflection and Self-Assessment <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., works 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.

Importance of Integrative Learning: 2018

- **Crucible Moment- Importance of citizenship**

A NATIONAL CALL TO ACTION

A CRUCIBLE MOMENT

College Learning & Democracy's Future



The National Task Force on Civic Learning and Democratic Engagement

Importance of Integrative Learning: 2018

- **Employer Surveys-Importance of vocation**

2013 Employer Survey

Key Findings

- ◆ **Innovation is a priority** for employers, and they report that the challenges their employees face today are more complex and require a broader skill set than in the past.
- ◆ Employers recognize **capacities that cut across majors** as critical to a candidate's potential for career success, and they view these skills as **more important than a student's choice of undergraduate major**.
- ◆ Employers recognize the **importance of a liberal education** and the liberal arts. The majority agree that having both field-specific knowledge and skills and a broad range of skills and knowledge is most important for long-term career success.
- ◆ Employers endorse education practices that involve students in active, effortful work and the **application of skills**.
- ◆ Employers express **interest in e-portfolios** and **partnerships** with colleges to ensure college graduates' successful transition to the workplace.

LSU: Integrative Learning Core

- Intentional infusions of integrative learning strategies and pedagogies into general education courses sets the stage for the student's more sophisticated experience of integrative learning in upper-level courses in the major field of study.

LSU: Framework in Practice

- Integrative and Applied Learning- this outcome is intentionally addressed throughout the undergraduate curriculum with special emphasis in general education courses and disciplinary courses at the capstone level. It is the crowning proficiency.
- Includes an assignment involving synthesis and or transfer of learning to new situations