



Designing and Measuring Integrative Learning

What is 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.” (AAC&U, Integrative and Applied VALUE rubric)

Why is Integrative Learning Important?

- Integrative learning goes beyond academic boundaries
- Integrative experiences often occur as learners address real problems, unscripted & sufficiently broad
- Integrative learning involves internal changes in the learner
- Integrative learning indicates growth as a confident, lifelong learner, ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics
- Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit...but a necessity (AAC&U, Integrative and Applied VALUE rubric)

What makes Integrative Learning Challenging?

“Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable.”(AAC&U, Integrative and Applied VALUE rubric)

How Can We Foster Student’s Capacity for Integrated Learning?

The key is “in designing structures that include artifacts and reflective writing or feedback that support students' examination of their learning and give evidence that... they will extend their integrative abilities into the challenges of personal, professional, and civic life.” (AAC&U, Integrative and Applied VALUE rubric)

How Can We Measure Integrated Learning?

Integrated Learning is included as a dimension on PVCC’s Civic Engagement GEA Rubric.

Dimension	Score = 2: meets or exceeds standards for competency	Score = 1: needs improvement	Score = 0: does not meet minimum standards
Integrative Learning	Explained in <i>depth</i> how the activity (cocurricular, service learning, campus resource) and course content or program of study (Field of Interest, Major) are connected and included <i>specific</i> examples of how the two collectively impact learning, personal growth, or educational goals.	Explained vaguely how the activity (cocurricular, service learning, campus resource) and course content or program of study (Field of Interest, Major) are connected and described in general how the two collectively impact learning, personal growth, or educational goals.	Explained superficially, without demonstrating interconnectivity, how the activity (cocurricular, service learning, campus resource) and course content or program of study (Field of Interest, Major) impact learning, personal growth, or educational goals.

Step #1: Think

Reflect on your learning activities. How do/will you foster students' ability to integrate learning?

Check box if you are/will be linking learning content to a program of study (major, FOI)

Check box if you are/will be linking learning content to a cocurricular activity (club/event/service)

Check box if you are/will be linking learning content to other _____

Individually, answer the following questions regarding the box you selected.

1. What connections do you/will you ask students to make?
2. In addition to integrated learning, what other GEA Rubrics or course/program outcomes will you measure achievement of?
3. What might be some challenges to your project?

Step #2: Share

Share your ideas with those at your table. Listen, discuss, and exchange ideas.

Step #3: Plan

Assessment Plan for FALL 2022 (This is part 1 of the assessment form in the GEA Online tool)

- List the course you will assess:
- Select the modality of the course (In person, Online, Live Online, Hybrid, Virtual-Hybrid):
- Select any special cohorts that this class is part of (Learning Communities, Honors, Early College, Dual Enrollment)
- Are you working with other instructors on this assessment project?
- Indicate if this is a General Education or Course Assessment project:
 - General Education (You are using one or more of the general education rubrics and the 2,1,0 scoring system.)
 - Course Assessment (You are assessing course competencies and/or other learning outcomes. The general education rubrics may or may not be applicable.)
- If this is a General Education assessment, select the rubric(s) you will be using.
(Civic Engagement, Critical Reading, Diversity and Global Awareness, Information Literacy, Oral Communication, Personal Development and Wellness, Problem Solving, Technology, Written Communication)
- What specific learning outcome will be measured?
- Describe the purpose of the project and provide a rationale. For example: What problem are you trying to solve? How are you hoping to help students? What inspired you to focus on this particular area? Why is it necessary to improve learning in this area?
- When do you plan to administer your assessment? For example: during week 8, Unit 3, informative and persuasive speeches, a pre at the end of lab 1 and a post at the end of lab 4, the cause/effect essay.