



**WASHINGTON CENTER**  
FOR IMPROVING THE QUALITY OF UNDERGRADUATE EDUCATION

# INTEGRATIVE LEARNING & STUDENT SUCCESS WORKSHOP

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Washington Center for Improving Undergraduate Education

The Evergreen State College [www.evergreen.edu/washcenter](http://www.evergreen.edu/washcenter)

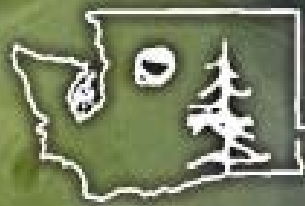
Lane Community College, Eugene, Oregon: April 21-22, 2011

Sponsored by Title III *Engaging Students* program



## WORKSHOP OVERVIEW

- ❖ **COLLEGE READINESS:** Who is “ready” for college? Figuring out what students need to know how to do to be successful in college
- ❖ **TEACHING FOR UNDERSTANDING:** What is “understanding”? What is worth understanding in the context of your discipline or field? The value of the metaphor of playing the whole game
- ❖ **INTEGRATIVE LEARNING:** What is “integrative learning”? Designing purposeful integrative learning experiences for students
- ❖ **HIGH IMPACT EDUCATION:** What are we aiming for? Connecting research on learning to classroom and curricular practices



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## COLLEGE READINESS

WHO IS "READY" FOR COLLEGE?

Figuring out what students need to know how to do to be successful in college

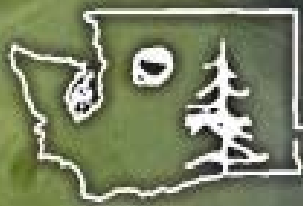


## CONVERSATION WITH COLLEAGUES

What do students need to **know how to do** to be successful in college?

As a starting point, imagine Lane Community College through newcomers' eyes. What do students need to know and be able to do in the first few weeks of being here? What are typical expectations, activities, and assignments?

For instance: what do we expect students to know how to do as readers, as writers, as quantitative thinkers, as members of a college community, as members of a class, as members of a seminar or work group...and so on.

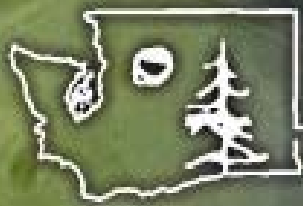


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## ON OWN ...AND IN CONVERSATION WITH OTHERS

Please read an excerpt from David Conley's *Redefining College Readiness*, beginning on page 6 with "How college differs from high school" (end of 1<sup>st</sup> column) to top of page 8 (end of section).

➡ Does what you notice working with entering students at Lane Community College resonate with Conley's observations?



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## REDEFINING COLLEGE READINESS

College readiness is defined primarily in terms of high school courses taken and grades received, combined with scores on national tests.

“Because college is genuinely different from high school, college readiness is fundamentally different than high school competence. ”

~ David T. Conley, Educational Policy and Improvement Center

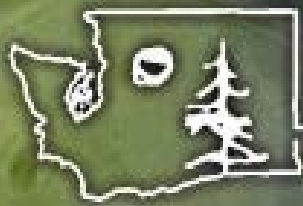
Prepared for the Bill and Melinda Gates Foundation, March 2007



## OPERATIONAL DEFINITION OF COLLEGE READINESS

“College readiness (is) the level of preparation a student needs to enroll and succeed—without remediation—in a credit-bearing general education course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program.

*Succeed* is defined as completing entry-level courses with a level of understanding and proficiency that makes it possible for the student to be eligible to take the next course in the sequence or the next level course in the subject area. ”



## FACETS OF COLLEGE READINESS

Group 1 – Key cognitive strategies, pp.12-14

Group 2 – Academic knowledge and skills, pp.14-16

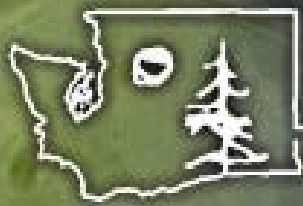
Group 3 – Academic behaviors, pp.16-17

Group 4 – Contextual skills and awareness, p. 17

➡ Read assigned section. In working group, summarize key ideas as a basis for examining your experience working with students.

Jigsaw exercise (1-4). Brief team members on your section.





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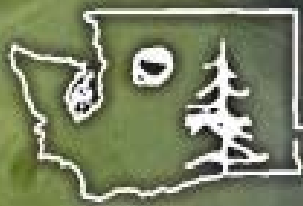
# ELEMENTS OF AN INTEGRATIVE LEARNING EXPERIENCE

## COLLEGE READINESS

- Develop *cognitive strategies*
- Foster *academic behavior*
- Advance understanding of *college culture*

## COURSE and/or ACTIVITY OUTCOME

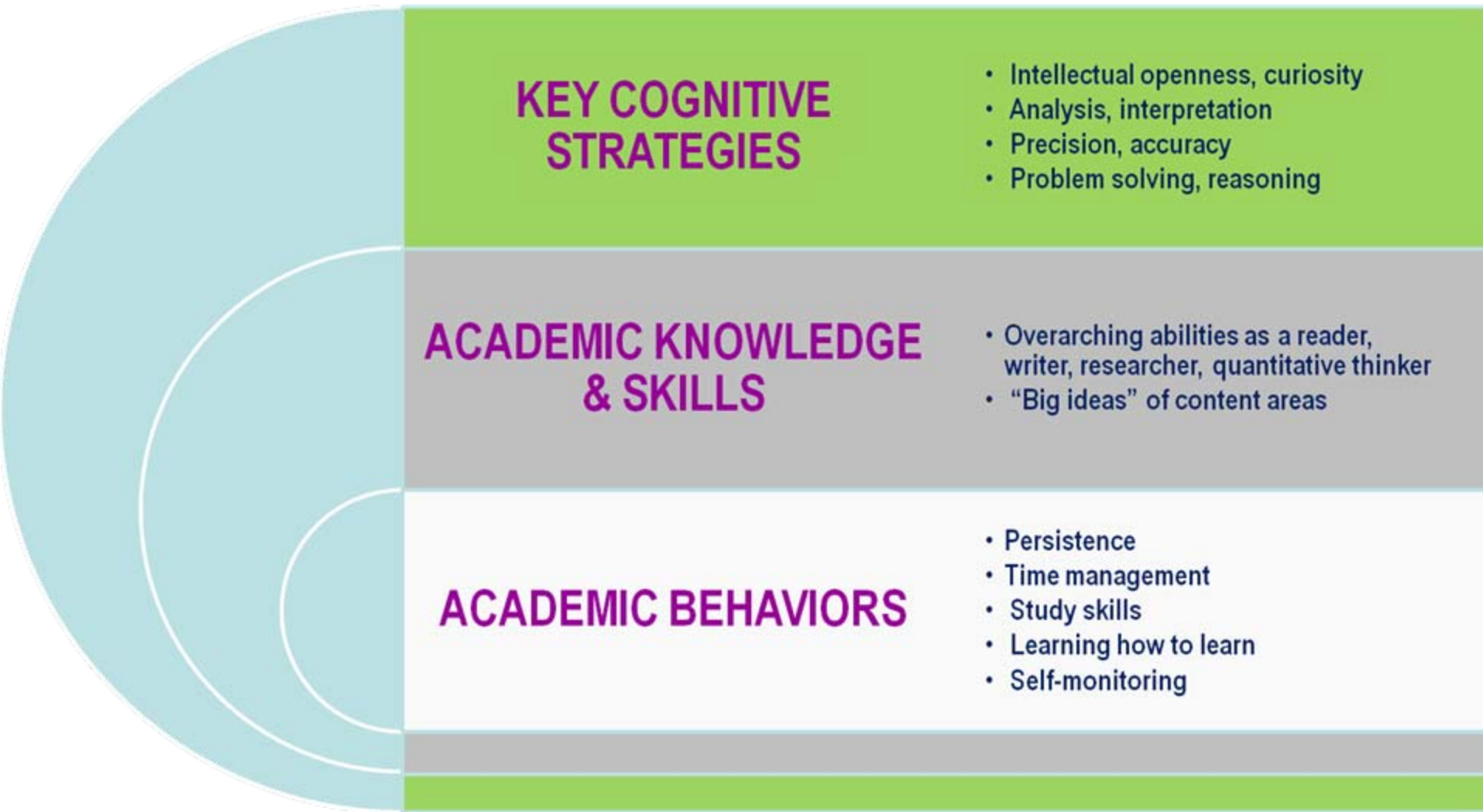
- Select an existing outcome
- Focus on essential learning related to this outcome (i.e. what you want students to know how to do)

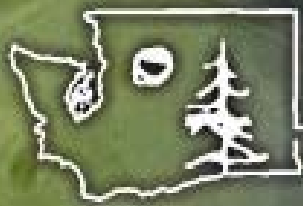


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## CONTEXTUAL SKILLS & AWARENESS: COLLEGE “CULTURE”





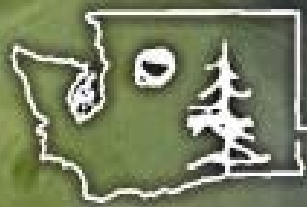
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## DESIGN AN ASSIGNMENT ON OWN OR WITH A COLLEAGUE

What particular aspect of college readiness makes sense in the context of your assignment or activity?

What in particular will you ask students **to do**?

How will you invite students to reflect on their learning in relation to college readiness?



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## INSIGHTS, IMPLICATIONS

I used to think college readiness...  
but now I think ....

- ➡ Share insights with colleagues
- ➡ Implications for practice: your work, work with colleagues, campus-wide