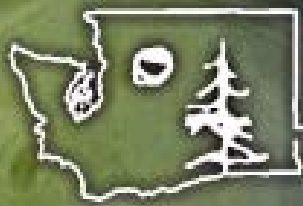


TODAY'S SESSIONS

- ❖ **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, TEACHING FOR UNDERSTANDING & LEARNING-AS-DOING

Please read “Doing,” Margaret Miller’s editorial in the January/February 2011 issue of *Change*. Write some notes to yourself on what you find especially significant, puzzling or contentious.

➡ Join several colleagues for a conversation on this editorial and the work we did yesterday.



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INTEGRATIVE LEARNING

DESIGNING LEARNING EXPERIENCES FOR STUDENTS

What is “integrative learning”? What are we inviting students to integrate to reach new understanding?

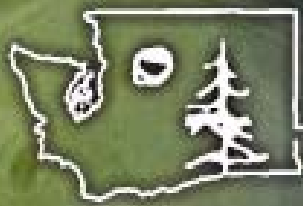


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When do *you* practice integrative thinking?

Take a few minutes and think of situation you experienced recently when you were faced with a problem that required you to synthesize information from various kinds of sources.

➡ Share your example with one or two colleagues



NATIONAL FOCUS ON INTEGRATIVE LEARNING

- ❖ **Knowledge of human cultures and the natural and physical world**
 - focused by engagement with big questions, both contemporary and enduring
- ❖ **Intellectual & practical skills**
 - practiced extensively, across the curriculum--progressively more challenging problems, projects, and standards of performance
- ❖ **Personal & social responsibility**
 - anchored through active involvement with diverse communities and real-world challenges
- ❖ **Integrative learning**
 - Synthesis and advanced accomplishment across general and specialized studies**
 - demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

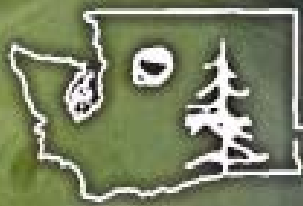


STATEMENT ON INTEGRATIVE LEARNING

Scan the handout on integrative learning.

To what degree does this account of integrative learning resonate with work you are doing at Lane—in classrooms, across campus?

➡ When you finish reading, turn to a person sitting nearby, and share passages and/or ideas that stood out for you as you read.



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“An emphasis on integrative learning can help undergraduates put the pieces together and develop **habits of mind** that prepare them to make informed judgments in the conduct of personal, professional, and civic life.

Integrative learning comes in many varieties:

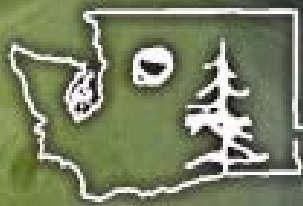
- connecting skills and knowledge from multiple sources and experiences;
- applying theory to practice in various settings;
- utilizing diverse and even contradictory points of view; and,
- understanding issues and positions contextually.”

~ *Statement on Integrative Learning*, AAC&U and Carnegie Foundation for Advancement of Teaching and Learning, 2004



A WAY TO THINK ABOUT INTEGRATIVE LEARNING

- ~ Integrative thinking is an out-of-school necessity that gets schooled out in the fragmented landscape of education
- ~ Aim is “to develop habits of mind that prepare students to make informed judgments in the conduct of personal, professional, and civic life” (*Statement on Integrative Learning* 2004)
- ~ Learning community work is a fertile ground for designing intentional integrative learning experiences for students

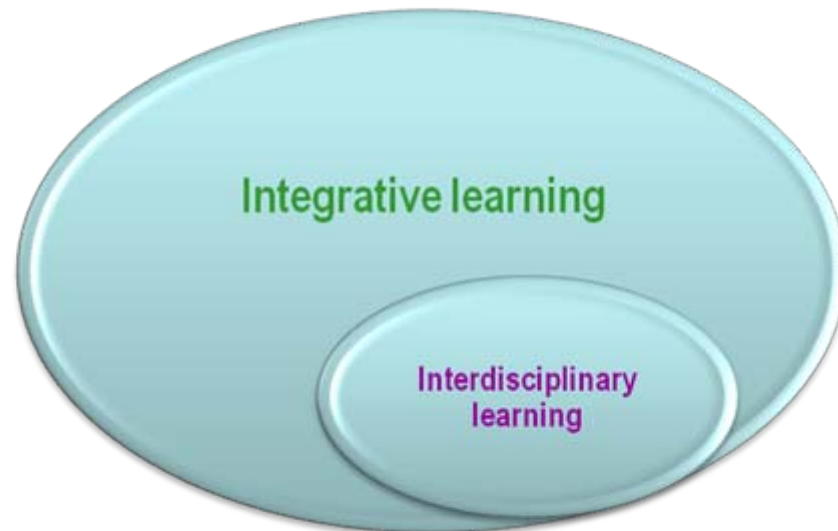


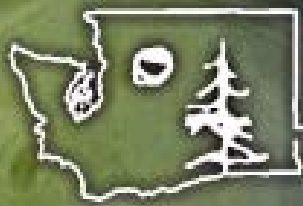
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RELATIONSHIP BETWEEN INTEGRATIVE & INTERDISCIPLINARY WORK

Integrative learning is a fundamental habit of mind;
Interdisciplinary learning represents a special case.





ELEMENTS OF INTERDISCIPLINARY LEARNING

“Interdisciplinary work integrates knowledge and modes of thinking from two or more disciplines. Such work embraces the goal of advancing understanding (e.g. explain phenomena, craft solutions, raise new questions,) in ways that would have not been possible through single disciplinary means. ”

~ Interdisciplinary Studies Project, Project Zero, Harvard Graduate School of Education

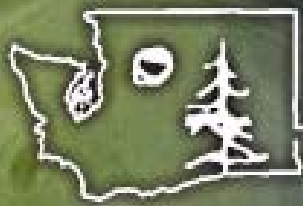


ON OWN ...AND IN CONVERSATION WITH OTHERS

Please read an excerpt from Veronica Boix Mansilla's *Assessing Student Work at Disciplinary Crossroads*, beginning on page 16 section titled "Interdisciplinary Understanding—A Definition" (ends top of page 18).

What do you value about this account? What do you wonder about?

➡ Discuss your response to these questions with nearby colleagues.



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DISCIPLINARY UNDERSTANDING

KNOWLEDGE

What ideas are central for us in our work in this discipline or field of study?

METHODS

What do we do—what methods do we use—as experts in our field?

PURPOSES...

Why do we pursue understanding in the ways we do?

FORMS

How do we share our understandings with others?

~ Veronica Boix Mansilla, "Assessing Student Learning at Disciplinary Crossroads," *Change*, 2004



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REVISIT ASSIGNMENT DESIGN

- On your posters from yesterday, use a different color to highlight the disciplinary or field-specific grounding, labeling it: **knowledge, methods, purpose, forms**



Giving feedback to colleagues

- Two rounds of feedback—1pm and 2:15 pm
- Optional (you can keep working on your own)
- Process: team member briefly (2-3 minutes) presents poster to colleagues, highlighting shifts in your thinking in relation to creating assignments
- Audience responds via post-its: on one, write something you value; on another, write something you are wondering about
- *Location: to the left of the screen; bring a chair*