



INTEGRATIVE LEARNING

Adapted from the AAC&U VALUE Rubrics

2018-2019

Definition

Integrative learning builds the ability to make connections among ideas and experiences, across the curriculum and co-curriculum, to synthesize and transfer learning to new situations within and beyond campus.

Framing Language

The ability to integrate learning is a skill that students practice across courses, over time, and between campus and community life. While it can take place in the classroom, integrative learning can often also occur as learners address real-world problems. Ideally, integrative learning generates internal changes in the student, signifying growth as a confident, lifelong learner. It asks students to apply their intellectual skills and to develop their individual purpose, values, and ethics. Through integrative learning, students pull together their experiences inside and outside the classroom, making connections between theory and practice. Because integrative learning involves making connections, it can surface in reflective work, self-assessment or assignments that foster learning between courses and life experiences, co-curricular activities, or the workplace. The key to building integrative learning will be designing assignments, activities and units that include reflective thinking, supporting and providing evidence of students' examination of their learning and the connections they make to their evolving personal, professional and civic lives. In a complex, rapidly changing, and increasingly connected world, the capacity to integrate and apply learning is not just a beneficial skill, but a necessary one.

Glossary

The following definitions were developed to clarify terms and concepts as used in this rubric.

- **Contexts:** Actual or simulated situations in which a student demonstrates learning outcomes. Challenging contexts help students stretch beyond their current frames of reference.
- **Co-curriculum:** A parallel component of the academic curriculum in addition to formal classroom (student government, community service, student organizations, etc.).
- **Learning Experience:** Activities and processes that help students engage with important content and concepts and build relevant skills. Classroom learning experiences can be short or extended, ranging from reading and listening to research, writing, creating, collaborating, solving problems, and making presentations. Learning experiences can also take place outside the classroom walls.
- **Life Experience:** Learning that takes place in a setting outside of the formal classroom, such as family life, workplace, friends, community, service learning site, student government, community service, student organizations, internship site, field studies, or study abroad, etc.
- **Reflection:** A meta-cognitive act of examining a learning experience in order to explore its significance and consequences.
- **Self-Assessment:** Examining one's skills, knowledge and/or growth, in order to guide plans for further learning.



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Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
<p>Connections Between and Among Academic Disciplines</p> <p><i>Identifies and draws insight from connections across disciplinary perspectives, knowledge and skills.</i></p>	<p>Synthesizes and/or draws conclusions by connecting examples, facts, and/or theories from more than one field of study or perspective.</p>	<p>Connects and compares examples, facts, and/or theories from more than one field of study or perspective. Begins to draw conclusions.</p>	<p>Connects examples, facts, and/or theories from more than one field of study or perspective.</p>	<p>Presents examples, facts, and/or theories from one or more fields of study or perspective.</p>
<p>Connections to Experience</p> <p><i>Identifies and draws insight from connections across relevant learning experiences, including personal, co-curricular, and academic.</i></p>	<p>Synthesizes connections among multiple learning experiences inside and outside of classroom to deepen understanding and broaden point of view.</p>	<p>Connects examples of personal or co-curricular learning to academic knowledge to deepen understanding.</p>	<p>Compares relationships between personal or co-curricular experiences and academic knowledge to infer similarities or differences.</p>	<p>Identifies relationships between personal or co-curricular experiences and academic content or knowledge.</p>
<p>Ability to Apply Learning across Diverse Contexts</p> <p><i>Applies knowledge, skills, abilities, theories and/or methodologies across different learning experiences (inside or outside the classroom).</i></p>	<p>Applies skills, knowledge, theories, and/or methodologies from one learning experience to another to offer solutions to a problem or issue.</p>	<p>Applies skills, knowledge, theories, and/or methodologies from one learning experience to another to explain problem or issue.</p>	<p>Applies skills, knowledge, theories, and/or methodologies from one learning experience to another to explore problem or issue.</p>	<p>Applies skills, knowledge, theories, and/or methodologies from one learning experience to another.</p>
<p>Reflection and Self-Assessment</p> <p><i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts.</i></p>	<p>Critically evaluates strengths and challenges; connects current sense of self to past and/or future selves across multiple and/or diverse contexts.</p> <p>Consistently demonstrates ability to reflect on experiences and/or examine personal identity as a learner.</p>	<p>Describes and evaluates strengths and challenges. Begins to describe self over time and/or in different contexts.</p> <p>Demonstrates ability to reflect on experiences and/or examine personal identity as a learner.</p>	<p>Describes strengths and challenges within a specific learning context.</p> <p>Demonstrates emergent ability to reflect on experiences and/or examine personal identity as a learner.</p>	<p>Describes strengths and challenges in a general learning context.</p> <p>Demonstrates limited or no ability to reflect on experiences and/or examine personal identity as a learner.</p>