Integrative Thinking

MT Engage Integrative Thinking and Reflection

CONNECT experiences to what you are learning
DEVELOP a sense of self as learner, build on past experiences to respond to new challenges
TRANSFER adapt and apply learning to new situations
CONNECT what you are learning with your discipline
COMMUNICATE effectively to enhance the quality of assignments

How will integrative thinking and reflection impact your learning?
What is **MT Engage**?

The **MT Engage** QEP is focused on enhancing students’ **academic engagement** by:

1. Providing students with **high impact pedagogies**

2. Challenging students to use **integrative thinking and reflection** across multiple contexts and educational experiences.
Integrative Thinking & Reflection

Students will be assessed on their ability to:
1) Make connections to relevant experiences
2) Make connections across academic disciplines
3) Adapt and apply information to new situations
4) Communicate information effectively
5) Reflect and self-assess

Modified from the AAC&U Integrative Thinking Value Rubric
How Learning Works
7 Research-Based Principles for Smart Teaching

1. Provide authentic, real world tasks (ch. 3)
2. Connect material to students’ interests (ch. 3)
3. Give students opportunity to reflect and self-assess (ch. 3, ch. 7)
4. Give students opportunity to apply skills or knowledge in diverse contexts (ch. 4)
Student Motivation

“Students’ motivation generates, directs, and sustains what they do to learn” (How Learning Works, p. 83).

“Expectancies and values interact to influence the level of motivation to engage in goal-directed behavior,” (p. 70)
Establishing Value

Strategies to establish value:

• Provide authentic, real world tasks
  • Connect to experience
  • Adapt and apply information to new situations

• Show relevance to students’ current academic lives
  • Make connections across courses / academic disciplines

• Demonstrate the relevance to future professional lives
  • Adapt and apply information to new situations
  • Reflect and self-assess

From: *How Learning Works*
Make Integrative Thinking a Course Outcome

Gives students:
• clear understanding of what is important in the course.
• clear understanding of expectations
• language for the process of integrative learning
• opportunity to self-assess

From: Leveraging the ePortfolio for Integrative Learning
Learning Outcome Examples

<table>
<thead>
<tr>
<th>Integrative Learning Indicator</th>
<th>Example Learning Outcome</th>
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</table>
| Connections to Experience     | • Students will apply two theories learning from the course to their community-based learning.  
                                 • Students will demonstrate their understanding of Erikson’s developmental theory by analyzing their developmental path in an autobiographical essay. |
| Connections to Discipline     | • Students will describe how a historian would analyze the problem identified in the community learning project. |
| Transfer                      | • Students will assess the knowledge from PSY 101 and develop a learning plan for PSY 102 based on this assessment. |
| Reflection and Self-Assessment| • Students will advance their writing skills by reflecting on what they have learned from each writing assignment. |

From: *Leveraging the ePortfolio for Integrative Learning, p. 44*
Backward Design

Three steps
1. Identify desired results
   • Write learning outcomes
2. Determine acceptable evidence
   • Assignments that allow students to demonstrate learning
3. Plan learning experiences and instruction

From: Wiggins and McTighe, 2005, as cited in Leveraging the ePortfolio for Integrative Learning, p. 44
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assignment</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Students will describe how a historian would analyze the problem identified in</td>
<td>Historical perspectives paper: 5 pages using historiography model</td>
<td>Reading, lectures, and discussions on historiography</td>
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<td>the community learning project</td>
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<td>Smaller Assignments</td>
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<td></td>
<td></td>
<td>• Field notes</td>
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<td>• Community document reviews</td>
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<td>• Quizzes</td>
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<td>Class discussions: documentation and connection to historical concepts</td>
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<tr>
<td>Students will assess the knowledge from PSY 101 and develop a learning plan</td>
<td>Learning paper plan</td>
<td>PSY 1010 concept quiz</td>
</tr>
<tr>
<td>for this course (PSY 102) based on this assessment.</td>
<td></td>
<td>Missing “data” worksheet:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Concepts I didn’t know</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Where I can find information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class discussion: need for transfer of information from PSY 101 to PSY 102</td>
</tr>
</tbody>
</table>

From: *Leveraging the ePortfolio for Integrative Learning, p. 45*
Discussion at tables

• Share Integrative Learning Outcome examples (Currently in use or new ideas)
• Determine which indicators they map to
  1) Make connections to relevant experiences
  2) Make connections across academic disciplines
  3) Adapt and apply information to new situations
  4) Communicate information effectively
  5) Reflect and self-assess

• Discuss assignments and activities that support the learning outcome
Table Reporting
Questions?

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How will integrative thinking and reflection impact your learning?
References


