

## Research Committee

Chair: Jason Vance

Vice-chair: Nancy McCormick

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The research team has been developing working definitions of the terms academic engagement, integrative learning, and critical reflection.

### Academic engagement

MTSU defines academic engagement as a student's active learning experiences as demonstrated through quality of effort, physical and psychological involvement, and participation in productive learning activities.

Productive learning activities might include high impact activities outlined in the AAC&U's<sup>1</sup> *High Impact Educational Practices* (Kuh, 2008).

Kuh outlines the following examples of High Impact Educational Activities:

- first-year seminars and experiences
- common intellectual experiences
- learning communities
- writing intensive courses
- collaborative assignments and projects
- undergraduate research
- diversity/global learning
- service learning/community-based learning
- internships
- capstone courses and projects

...plus other identified at MTSU (e.g., project based learning, EXL, civic engagement, flipped classrooms, Reacting to the Past, study abroad, etc.).

<sup>1</sup> Association of American Colleges & Universities.

### Integrative learning

MTSU defines integrative learning using The Association of American Colleges & Universities definition: "Integrative and applied 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."

See: <http://www.aacu.org/value/rubrics/integrative-learning>

### Critical reflection

MTSU defines critical reflection the meta-cognitive act through which a student reflects on a learning experience and evaluates both new information and the frames of reference through which the information acquires meaning.\*

\* Combines definitions from AAC&U (<http://www.aacu.org/value/rubrics/integrative-learning>) and Mezirow & Associates (2000).