Components of an MT Engage Course (recap)

- Incorporating Integrative Thinking and Reflection
- HIPs and Learning
- Design for Integrative Thinking and Reflection
- The IT&R Assessment Rubric
- Backward Design
- MTE Course Certification

Workshop: Syllabi and Signature Assignments

MT ENGAGE COURSES

- Use high-impact engagement pedagogies;
- Incorporate beyond-the-classroom experiences;
MT ENGAGE COURSES

- Include a signature assignment that challenges students to use integrative thinking and reflection;
- Incorporate that assignment into students’ ePortfolios on D2L.

HIGH-IMPACT PEDAGOGIES

- Capstone courses/projects
- Internships
- First-year seminars
- Learning communities
- Writing intensive courses
- Collaborative assignments
- Undergraduate research
- Global learning
- Problem-based learning
- Service learning
- Project-based learning
- EXL
- Civic engagement
- Flipped classrooms
- Education abroad
- Common intellectual experiences
- ePortfolios
- Reacting to the Past

COMMON ELEMENTS OF HIPS

- Effortful—demand that students devote considerable time and effort to purposeful tasks
- Build substantive relationships and interactions with faculty and peers
- Provide students with rich feedback and frequent feedback
- Help students apply what they are learning
- Provide opportunities for students to reflect on the person they are becoming.
HOW LEARNING WORKS: 7 RESEARCH-BASED PRINCIPLES FOR SMART TEACHING (AMBROSE, BRIDGES, DIPIETRO, ET AL., 2010).

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

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

MT Engage Integrative Thinking and Reflection

How will integrative thinking and reflection impact your learning?
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 AACKU Integrative Thinking VALUE Rubric

Integrative Thinking & Reflection

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

Leveraging the ePortfolio for Integrative Learning

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
### LEARNING OUTCOME EXAMPLES

<table>
<thead>
<tr>
<th>Integrative Learning Indicator</th>
<th>Example Learning Outcome</th>
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| Connections to Experience     | • Students will apply two theories 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

### DESIGN EXAMPLES

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

From: Leveraging the ePortfolio for Integrative Learning, p. 45
Your MT Engage Course

Syllabus
How, Where, Why MT Engage?
Learning Outcomes

Signature Assignment Design
Integrative thinking and reflection
which indicators?
assessing levels?
ePortfolio

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