

# Introduction

This file describes how “Integrative learning” as a generic competence can be deconstructed into distinct learning outcomes in a university education setting.

It is one of 16 descriptions in LOUIS (Learning Outcomes in University for Impact on Society); LOUIS is part of the Aurora Competence Framework.

The descriptions are based on the VALUE Rubrics developed by the American Association of Colleges & Universities AAC&U.



Integrative 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.

## **Integrative learning components:**

- Connections to experience
- Connections to discipline
- Transfer
- Integrated communication
- Reflection and self-assessment

# Integrative learning: connections to experience

Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.



Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own



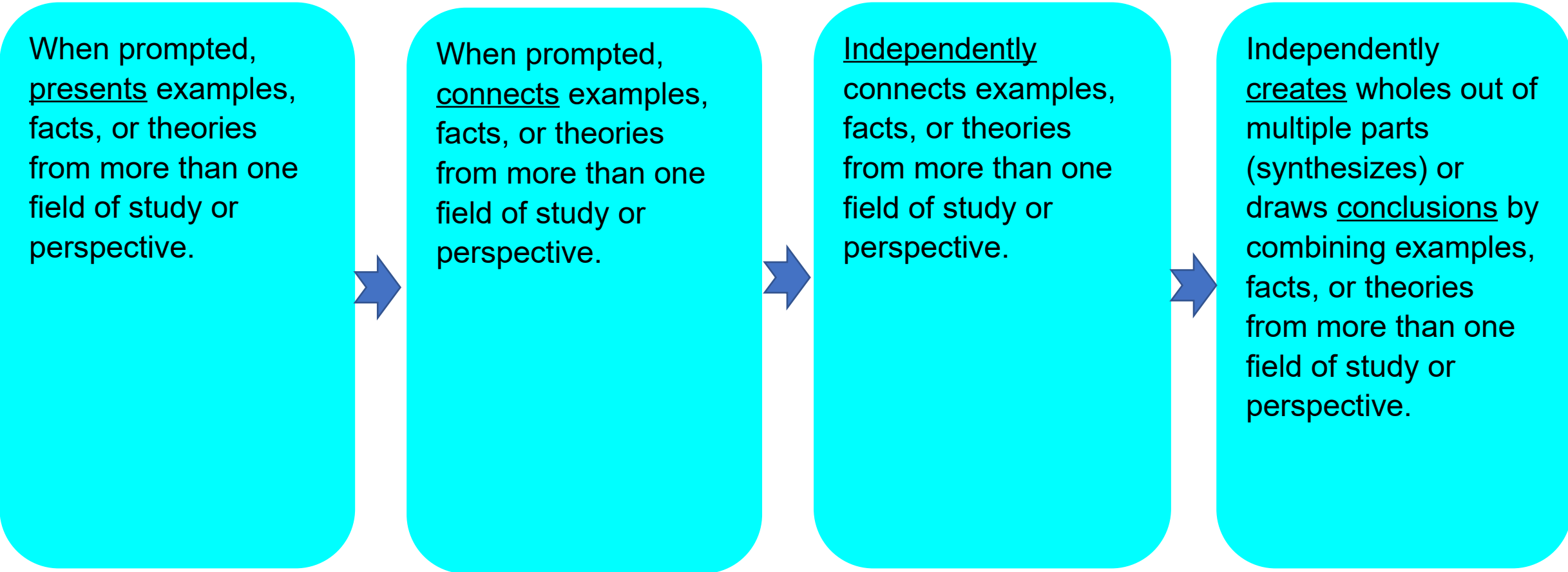
Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/ theories/ frameworks of fields of study.



Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.

# Integrative learning: Connections to discipline

When prompted, presents examples, facts, or theories from more than one field of study or perspective.



When prompted, connects examples, facts, or theories from more than one field of study or perspective.

Independently connects examples, facts, or theories from more than one field of study or perspective.

Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.

# Integrative learning: Transfer

Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.



Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues



Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.



Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.

# Integrative learning: Integrated communication

Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.



Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).



Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.



Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.

# Integrative learning: Reflection and self-assessment

Describes own performances with general descriptors of success and failure.



Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).



Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).



Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.