



## SUGGESTIONS FOR TEACHING AND ASSESSING INTEGRATION STUDENT LEARNING OUTCOMES

*This document contains suggestions about how you can teach and assess this skill. You can use any method to teach and assess the objective that you think is appropriate for your discipline and pedagogy.*

### INTEGRATION

Integration: Apply knowledge from experiences and multiple disciplines to new, complex situations.

*Fostering students' abilities to integrate learning - across courses, over time, and between campus and community life - is one of the most important goals of higher education. Integrative learning occurs as students address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, and benefiting from multiple perspectives. Integrative learning is central to personal success, social responsibility, and civic engagement in today's global society.*

**OBJECTIVE 1: Connections Across Disciplines - Connects examples, facts, or theories from multiple disciplines and applies them to new, complex situations.**

#### EXAMPLES OF TEACHING METHODS (what YOU will do to teach students)

1. Facilitate discussions/activities that ask students to explore materials (reading assignments, films, images, or other artifacts) from a range of disciplines.
2. Use different disciplines as ways to examine a specific topic or issue.
3. Scaffold in materials to encourage students to make connections to other disciplines.
4. Select a [library subject database](#) and ask students to search for a disciplinary concept in order to see how it is discussed in a different discipline.
5. Facilitate discussions in which students bring in prior knowledge from their major and other courses.

#### EXAMPLES OF ASSESSMENT MEASURES (how students demonstrate what they have learned)

1. Assign activities or projects that cross disciplines. For example:

- a. Mathematics assignments that apply mathematical tools to important social issues and require written analysis to explain the implications and limitations of the mathematical treatment;
  - b. Historical presentations that demonstrate connections between selected works of visual arts and works of literature;
  - c. Analytical essays that ask students to discuss how popular culture (online, film, TV, music, etc.) represents scientific concepts or principles. (From AAC&U)
2. Ask students to compare and contrast their experiences from their major and other courses to the concepts and theories discussed in a reading assignment or class discussion.
3. Ask students to track how their thinking about the course concepts/theories changes or how their developing awareness of theories helps them think differently about their own experiences. One way to do this is by asking students to keep a reflective journal or by asking students to create a visual map of what they learned.
4. Using flipped classroom methods, assign key concepts from your discipline for the students to research prior to class (i.e. different nursing theorists in a nursing course). In class, have the students analyze a clinical nursing situation.