

Fostering Integrative Learning in a Senior Capstone Seminar

AAC&U Annual Meeting
ePortfolio Fair
January 23, 2009

Susan Kahn, IUPUI



One student's perspective


“So you get here and they start asking you, ‘What do you...want to major in? ...what courses [do] you want to take?’ and you get the impression that’s what it’s all about – courses and majors. So, you take the courses. You get your card punched. You try a little this and a little that. Then comes GRADUATION. And you wake up and you look at this bunch of courses and then it hits you: **They don’t add up to anything. It’s just a bunch of courses. It doesn’t mean a thing.**”

AAC&U Project on Integrative Learning

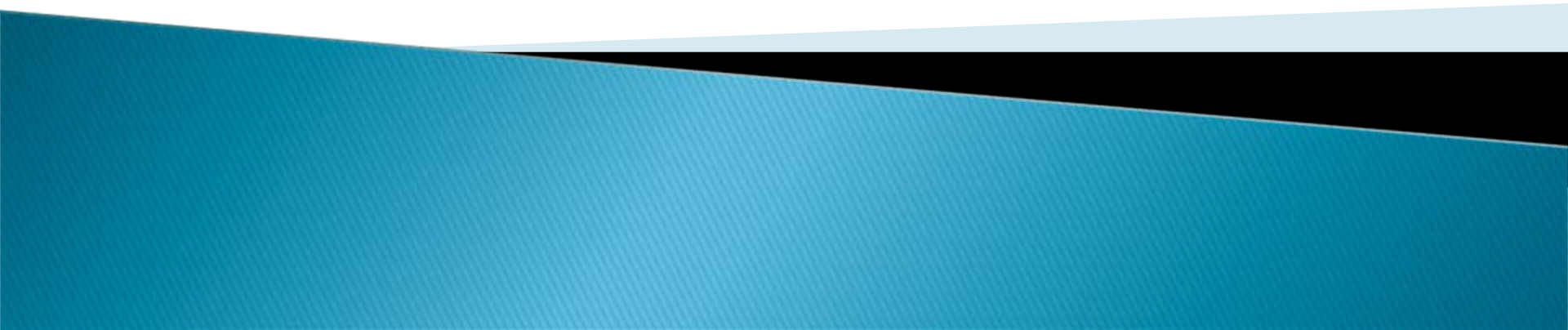
Definition of integrative learning:

- ▶ Integrative learning is “the ability to make, recognize, and evaluate connections among disparate concepts, fields, or contexts.”


Why now?

- ▶ Knowledge explosion
 - ▶ Contemporary problems and solutions are multi-disciplinary
 - ▶ Information encountered in daily life is increasingly complex and fast-moving
 - ▶ In civic life, need to be aware of complex interdependencies, connect theory to practice
 - ▶ In professional life, need to move among different areas of expertise
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The Context of IUPUI

- ▶ Founded 1969 with a strong local mission
 - ▶ Blended campus
 - ▶ Metropolitan research university
 - ▶ 20+ schools
 - ▶ Commuter campus
 - ▶ 30,000 students
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The Principles of Undergraduate Learning (PULs)

- ▶ Core Communication and Quantitative Skills
 - ▶ Critical Thinking
 - ▶ Integration and Application of Knowledge
 - ▶ Intellectual Depth, Breadth, and Adaptiveness
 - ▶ Understanding Society and Culture
 - ▶ Values and Ethics
- 

The IUPUI ePortfolio

- ▶ **Definition:**

A selection of purposefully organized artifacts that supports retrospective and prospective reflection, as well as documentation, assessment, and enhancement of student learning over time.

Matrices

[Return to List](#)

View "PUL Matrix" (READ ONLY) : Lynn E. Ward

Select user ▼

Click on a cell to view/edit

PUL Matrix	Introductory	Intermediate	Advanced	Experiential
Core Communication and Quantitative Skills				
Critical Thinking	 			
Intellectual Depth, Breadth, and Adaptiveness				
Integration and Application of Knowledge				
Understanding Society and Culture				
Values and Ethics				

Legend

 Ready	 Completed
 Pending	 Locked

e450 Matrix

[Options](#)
[Return to List](#)

Manage Matrices

Kahn, Susan

Viewing the matrix of Susan Kahn
 Click on a cell to view/revise

E450 Matrix	My career (professional identity)	My lifelong learning (identity as a learner)	Who I am as a citizen of my community, state, country, and/or the world (civic identity)
My most important PUL			
My most important English major outcome			
Reflections			

Legend

- Ready
- Completed
- Pending
- Locked

e450 Matrix

- [Options](#)
- [Manage Status](#)

Row: Reflections; Column: Who I am as a citizen of my community, state, country, and/or the world (civic identity)


! Status is COMPLETE and cannot be altered

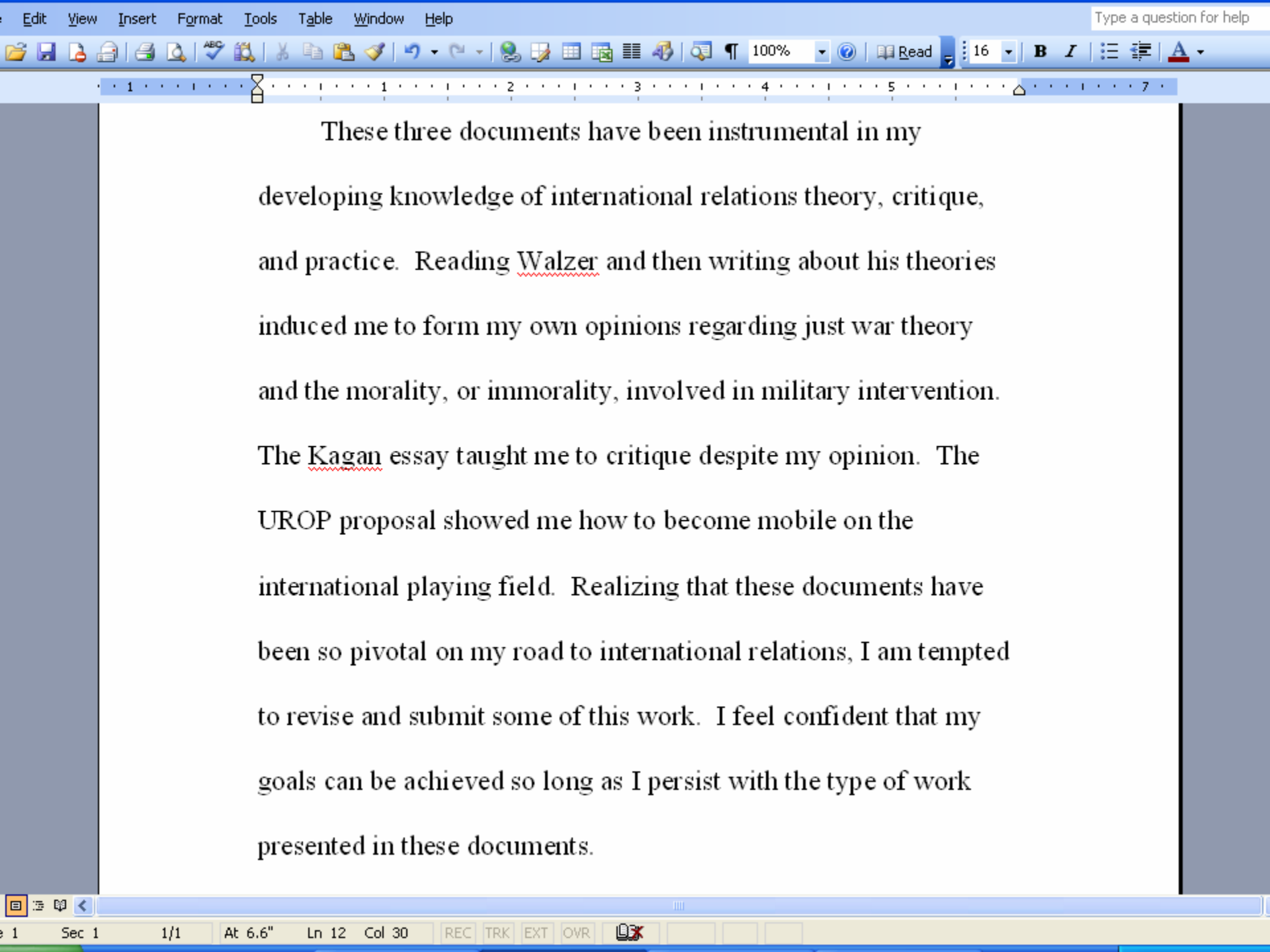
Instructions

- In what ways do your artifacts demonstrate awareness of who you are as a citizen of a local culture and global society?
- How does your choice of major relate to your role as a citizen and sense of your own identity? Can you identify specific aspects of your major that have shaped your self-concept and aspirations as a local and global citizen?
- How do your selected artifacts show the evolution of your identity as a citizen (or otherwise) in relation to your PUL and English outcome? Do they show a trajectory of development? If so, how?
- How do you need to improve the abilities represented by your PUL and English outcome in order to continue developing as a citizen?
- Be sure to provide a well-supported critical analysis of your selected artifacts in the context of PUL and English outcome and to use the artifacts to exemplify your insights.

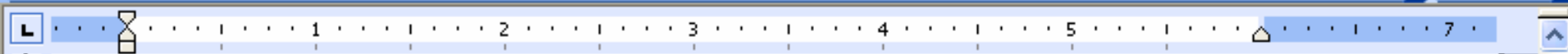
Items	Owner	Last Modified
Reflection		
E450 Matrix-Row: Reflections; Column: Who I am as a citizen of my community, state, country, and/or the world (civic identity)-Reflection		
General Feedback	Owner	Creation Date
Feedback	Add Feedback	

Matrix Thinking

- ▶ Students self-assess their intellectual growth since the original creation of the artifact
 - ▶ Encourages clear articulation of knowledge, skills, abilities, dispositions
 - ▶ Encourages integration across courses and disciplines
- 




These three documents have been instrumental in my developing knowledge of international relations theory, critique, and practice. Reading Walzer and then writing about his theories induced me to form my own opinions regarding just war theory and the morality, or immorality, involved in military intervention. The Kagan essay taught me to critique despite my opinion. The UROP proposal showed me how to become mobile on the international playing field. Realizing that these documents have been so pivotal on my road to international relations, I am tempted to revise and submit some of this work. I feel confident that my goals can be achieved so long as I persist with the type of work presented in these documents.



IslamY107.doc exemplifies my ability to be a critical thinker because I had to put forth significant effort to separate my emotion from the facts and research. This skill was one of the first skills taught to me in college. I believe that objectivity and rationality are at the core of every serious student—this paper shows me that I can be a serious student. **Every class that I have taken in political science, English, and philosophy has emphasized the importance of looking past the surface of things. Additionally, my education in the liberal arts has taught me that there is much more to things than what my emotions tell me there are.** There is an entire world of people out there, each person possessing a uniqueness of mind and emotional experience. There are several cultures and societies that need to be taken into consideration before my own. My emotions are only central to my own experiences, and my critical thinking skills allow me to leap outside of my own experiences.



Development in Reflective Thinking

- ▶ Ability to self-assess
 - ▶ Awareness of how one learns
 - ▶ Developing lifelong learning skills
- 



“I no longer see what I have to offer as an English job hunter in mere terms of degree possessed and years of experience...I look at what I have to offer in a larger context. Beyond the essential in my resume that I share with all other graduates, I now see capacities in critical thinking, communications, and multi-project analyses. All these capacities can be supported with the creative and scholarly material in my matrix.”