Institute on Integrative Learning
Call for Participants

Do you know what parts of student learning last beyond the semester? Have you ever wondered what effect your teaching goals or students’ summer research or internship experiences have on their intellectual growth? How might your work as an advisor be shaped by your advisees’ self-awareness as learners, either 1) to transfer knowledge and skills across the General Education curriculum, 2) to apply academic learning to other co-curricular learning experiences, or 3) to reflect on learning outcomes and build habits of mind across the four years?

These questions point to aspects of integrative learning that many of us provide students, perhaps without their knowing it. Integrative learning is the ultimate goal of a liberal arts education—that is, helping students become reflective, self-aware learners capable of self-directed growth. Students practice integrative learning through the application of their prior knowledge and skills to understand new situations and solve new problems. Research on metacognition in Higher Ed has pointed to the power of self-awareness as a tool for deep learning in the moment, and habits of mind that build life-long learning. The ability to reflect and integrate learning across courses, over time, and between campus and community life is, according to the AAC&U, “one of the most important goals and challenges for higher education.”

We therefore invite UR faculty, instructors, and advisors to join the Faculty Cohort on Integrative Learning as we prepare to pilot courses, advising, and research opportunities with a menu of integrative learning components. We seek those interested in incorporating Integrated Learning into first year seminars, General Education, disciplinary and interdisciplinary courses, capstones, advising cohorts, or student research programs during the 2023–2024 school year. Participants will commit to one half-day institute on January 6, 2023; three-to-four 90-minute meetings during the spring 2023 and/or fall 2024 semester; a half-day wrap up session in May 2023 or December 2024 highlighting your developed materials; and a designated course, advising, or student research opportunity that you will offer in either fall 2023 or spring 2024 designed with one or more components of integrative learning. Monthly check-ins will also occur during the semester you choose to run your pilot. Participants will receive $250 for the January planning meeting, $1000 (adjusted for attendance) for their work in the meetings and IL piloting, and $250 for participation in the May/Dec. workshops.

Our kick-off IL Institute will take place on January 6, 2023 from 8:30 AM to 12:30 PM. You do not need to commit to piloting IL in order to attend the January institute. You can simply join us to learn more! Anyone curious about IL or interested in joining the program is welcome to attend. This half-day Institute on Integrative Learning will focus on assignments and course design that draw from the pedagogies of integrative learning, which include:

- **Meta-Cognition** – A mental process that recognizes the process and products of intellectual growth in order to build self-awareness as a learner.
• **Reflection** – The act of examining a performance in order to explain its significance and consequences; a form of writing that requires close observation and evidence-based evaluation.

• **Knowledge Transfer** – The transposition of what we know to new situations, the integration of academic knowledge across disciplines, and the ability to apply learning in order to address real-world problems and make connections with experiential-based work.

Come join this pilot program! To gauge the needs for the January IL Institute, we are asking everyone interested to register for the January Institute through the Integrative Interest Form on the General Education Curriculum website by December 15, 2022. The form is designed to be concise. Participants will enter basic identifying information, and those interested in the full pilot program will include a brief paragraph regarding personal interests and/or experiences in IL pedagogical approaches (workshops on metacognition, familiarity with reflective writing, etc.). There will also be an option to identify a course (or courses), advising cohorts, or student research programs to which you might be interested in integrating IL pedagogies as part of the Cohort for the 2023–24 academic year.

For more information about integrative learning, see our IL resources page. Questions about the program can be emailed to Sydney Watts (swatts@richmond.edu) or Joanna Love (jlove@richmond.edu).