Call for 2024 Participants  
Institute and Pilot Cohort on Integrative Learning

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 our second 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 Integrative Learning into first year seminars, General Education, disciplinary and interdisciplinary courses, capstones, advising cohorts, or student research programs during the 2024–2025 school year.

Please consider joining the IL pilot cohort. Cohort members will pilot one or more components of integrative learning into a course in either fall 2024 or spring 2025. To prepare for these course offerings and to sustain a community of IL interested instructors, cohort members will meet for three-to-four 90-minute meetings each semester, and participate in a half-day session in May 2024 or December 2025 to present IL developed materials. Monthly check-ins will also occur during the semester you choose to run your pilot. Cohort participants will receive a $1500 stipend upon completion of the pilot and submission of relevant information to be used to evaluate the pilot process.

Our kick-off IL Institute will take place on January 12, 2024 from 8:30 AM to 12:30 PM. (A light breakfast will be available.) 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 our second pilot program! To gauge the needs for the January IL Institute, we are asking everyone interested to register through the Integrative Interest Form on the [General Education Curriculum](http://example.com) website by **December 15, 2023**. Participants will enter basic identifying information, and the form will provide an opportunity to express initial interest in participating in the full pilot program. A sign up sheet for the pilot will be available at the Institute, and will also be circulated by email afterwards.

For more information about integrative learning, see our [IL resources page](http://example.com). Questions about the program can be emailed to Marcella Torres (mtorres@richmond.edu) or Joanna Love (jlove@richmond.edu).