

# D1. integrate and Apply General Education Rubric

## Definition

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 with and beyond the campus. -Adopted from the Association of American Colleges and Universities.

## Framing Language

The Integrative Learning Outcome is intended for the student to recognize the interrelatedness and interdisciplinary nature of knowledge, competencies, and responsibilities. Students must demonstrate this integration in a coherent and comprehensive display of scholarly, practice, or performance-based work. It is the fundamental goal of the URI General Education program to enable students to develop themselves as scholars and individuals ready to synthesize knowledge, skills, and assume individual and social responsibilities, in order to engage confidently in personal, collective, public and professional settings.

This rubric is recommended for use in evaluating a student's ability to synthesize and apply knowledge and skills to address complex problems while demonstrating awareness of ethical/professional responsibilities. Foster student's abilities to integrate learning – across courses, over time, and between campus and community life – is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, the student must recognize the interrelatedness and interdisciplinary nature of knowledge and clearly demonstrate the ability to drop upon a plurality of bodies of knowledge, experiences, and competences to engage responsibility with the world. Examples of how students may demonstrate their competency as an integrative learner included:

- Reflecting upon a common theme or conversation from a variety of knowledge perspectives;
- Demonstrating a broad mastery of knowledge, appropriate technical proficiency in information collection, synthesis, interpretation, presentation, and reflection in a creative or scholarly product;
- Demonstrating knowledge of the world from an interdisciplinary perspective;
- Creating a professional, scientific, or artistic product that demonstrates knowledge from a broad spectrum of disciplines;
- Creating a portfolio of representative professional, scientific, or artistic products collected through experimental learning or discipline oriented scholastic work, supplemented with reflective commentary;

- Producing creative work illustrating mastery of fundamental skills in their medium, including reflective commentary; or
- Designing, creating, or improving upon the product or process.

**Glossary** – The definitions that follow were developed to clarify terms and concepts used in this rubric only.

*Academic knowledge:* Disciplinary learning; learning from academic study, texts, etc.

*Co-curriculum:* A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.)

*Experience:* Learning that takes place in a setting outside of the classroom, such as workplace, service-learning site, travel abroad, internship site, etc.

*Performance:* A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.). Performance is observable.

*Product:* The external frameworks in which information and evidence are created, ranging from choices for particular work sample or collection of works (such as a research paper, reflective commentary, PowerPoint, video recording, etc.).

*Reflection:* A meta-cognitive act of examining a performance or experience in order to explore its significance and consequences.

*Self-Assessment:* Describing, interpreting, and judging a performance on stated implied expectations followed by planning or further learning.

# Integrate and Apply General Education Rubric

- Full Coverage Only: Elements 1 and 2 are required, and select either Element 3 or 4

Element	Competent	Approaches Competency	Beginning Competency
<p><b>1. Transfers Skills Adapts and applies skills, abilities, theories or methodologies to substantial issues Demonstrated in simulation, projects, research papers, performances, artifacts, activities within experiential learning, etc.</b></p>	<p>Adapts and applies skills, abilities, or methodologies previously gained in one situation to new situations to solve difficult problems or explore substantial issues in original ways.</p>	<p>Applies skills, abilities, or methodologies previously gained in one situation to new situations to solve difficult problems or explore substantial issues.</p>	<p>Partially applies skills, abilities, or methodologies previously gained in one situation to new situations to solve difficult problems or explore substantial issues.</p>
<p><b>2. Connects Knowledge Makes connections between experience and academic knowledge</b></p> <p style="text-align: center;">-- OR --</p> <p><b>Makes connections across disciplines/perspectives</b></p>	<p><i>Experience:</i> Creates meaningful connections of experiences outside the classroom with their academic knowledge by reconciling differences and similarities to enhance understanding of fields of study and to broaden their point of view.</p> <p><i>Disciplines/perspectives:</i> Advances a new idea, design, or performance by drawing upon examples, facts, or theories from more than one field of study or perspective.</p>	<p><i>Experience:</i> Connects experiences outside the classroom with their academic knowledge noting differences and similarities with limited insights into fields of study or a broader point of view.</p> <p><i>Disciplines/perspectives:</i> Presents an idea, design, or performance using examples, facts, or theories from more than one field of study or perspective.</p>	<p><i>Experience:</i> Identifies limited connections between experiences outside the classroom and those academic knowledge perceived as similar but does not develop a deeper understanding of the field of study or broader point of view.</p> <p><i>Disciplines/perspectives:</i> Presents examples, facts, or theories from one or two fields of study or perspectives.</p>

<p><b>3. Creates</b>  <b><i>Create a project* that combines knowledge and skills in a professional and responsible manner</i></b>  <b>Demonstrated in a project, performance, presentation, video, essay, professional or research paper, artistic product, etc.</b></p>	<p>Creates a professional, scholarly, or artistic product/performance using format, language, or representation that makes insightful connections that draw upon knowledge and skills, with sophisticated awareness of ethical/professional responsibilities, and purpose and audience.</p>	<p>Creates a professional, scholarly, or artistic product/performance using a format, language, or representation that makes basic connections that draw upon knowledge and skills, with a general awareness of ethical/professional responsibilities, and purpose and audience.</p>	<p>Creates a professional, scholarly, or artistic product/performance using a format, language, or representation that demonstrates limited use of knowledge, skills, awareness of ethical/professional responsibilities, and understanding of purpose and audience.</p>
<p><b>4. Self-Assesses</b>  <b><i>Reflects upon their execution of a project* that integrates knowledge, skills, &amp; responsibilities</i></b></p>	<p>Analyzes strengths and challenges with rich description of the knowledge, skills, &amp; responsibilities entailed in the project and designs a plan for self-improvement.</p>	<p>Articulates strengths and challenges with general description of the knowledge, skills, &amp; responsibilities entailed in the project and identifies areas for personal growth.</p>	<p>Describes successes and failures generally with limited description of the knowledge, skills, &amp; responsibilities entailed in the project.</p>

\*Project is defined broadly to include products, processes, and performances in a wide sense.