

Learning as Scholarship: Developing Integrative Learning in the First Year and Beyond

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Today's Overview

- Integrative Learning/
Developing Scholars of
Learning
- Human Sciences 101—what is
it?
- Course Design: A Framework
for Re-use



Learning Outcomes for Today

Our workshop has been designed so that you will:

- Understand the concepts of integrative learning and the scholarship of learning and how they were used in a first-year transition course;
- Explore the course design framework used in the course to promote integrative learning;
- Apply the framework to your own context;
- Create opportunities for students to become scholars of learning in your own context.



Integrative Learning

“One of the greatest challenges in higher education is to foster students’ abilities to integrate their learning across contexts and over time. Learning that helps develop integrative capacities is important because it builds habits of mind that prepare students to make informed judgments in the conduct of personal, professional, and civic life...”



Huber and Hutchings (2004), *Integrative Learning: Mapping the Terrain*, p. 1.

Learning as Scholarship

- Fostering the kind of thinking that scholars exhibit in their own work
- We want students to consider themselves scholars in their disciplines and beyond
 - Critical Thinking/Information Literacy
 - Oral/Written Communication



*Human Sciences 101: Great Dialogues-Reflection & Action

- 1st year transition program
- Small (very!) class sizes
- Three professors; three approaches
- Integrative learning
- Students as “scholars of learning”
- Academic integrity
- Responsible & engaged citizens/social learning experiences



Course Description

- What is the relationship between **thinking** and **action**? Do they pull us in different directions? Can they be integrated?
- How does our own **dialogue with core texts**, from antiquity (e.g., Homer) to the present (e.g., Arendt), offer **ways of understanding** the issues raised by these texts and present in our culture?
- How do reflection and action pertain to the notion of **responsible citizenship** for students **beginning university**?



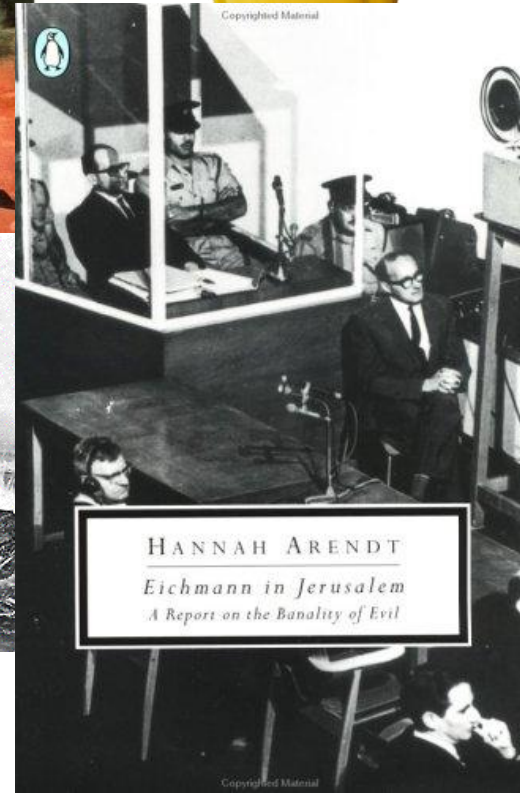
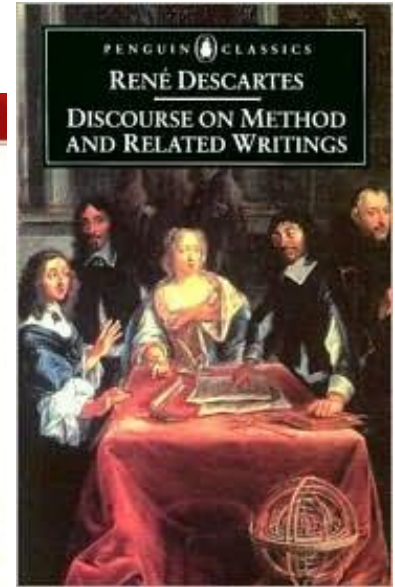
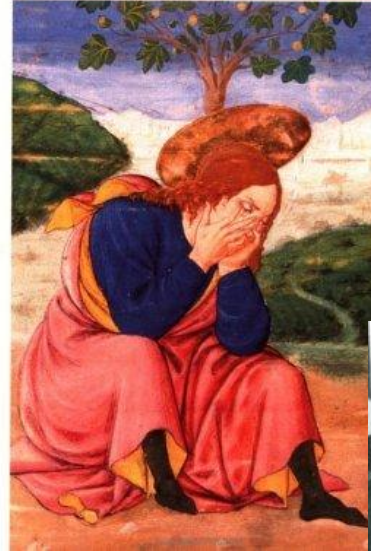
Core Texts

- Homer, *The Odyssey*
- Augustine, *The Confessions*
- Descartes, *Discourse on Method*
- Arendt, *Eichmann in Jerusalem*

OXFORD WORLD'S CLASSICS

SAINT AUGUSTINE
CONFESSIONS

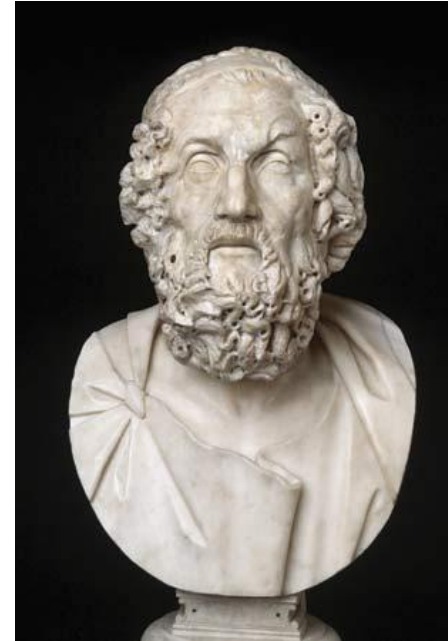
A new translation by Henry Chadwick



Guest speakers: Adding to the Students' experience of the course

- Dr. Scott Kline, Religious Studies Professor & Director of the "Beyond Borders" Program, spoke about "Heroes and Responsible Citizenship"

Homer



Homer Simpson



Dr. Steven Bednarski, History Professor and Medieval Studies Program Director, on Augustine in historical context



...and the Librarian as a teaching partner

- Participated in planning for the course
- Worked with the students in class
- Hosted a 'field trip' to the library
- Attended course-end field trip



Focus on “Information Literacy”

An information literate individual is able to:

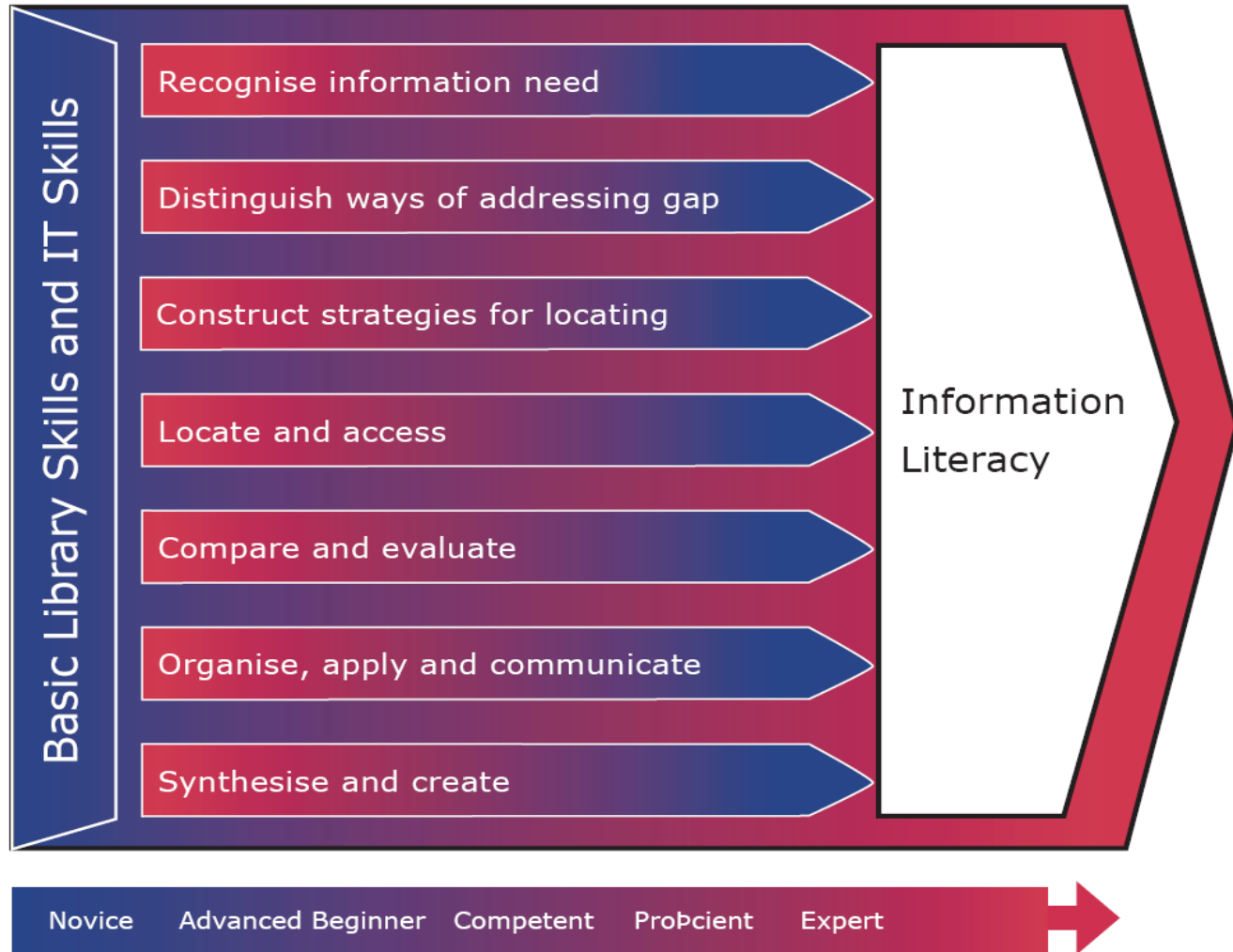
- **Determine** the extent of information needed
- **Access** the needed information effectively and efficiently
- **Evaluate** information critically
- **Incorporate** selected information into one’s knowledge base
- **Use information effectively** to accomplish a specific purpose
- **Understand** the economic, legal, and social issues surrounding the use of information, and access and use information **ethically** and **legally**



Association of College & Research Libraries

SCONUL Seven Pillars Model for Information Literacy

© Society of College, National and University Libraries



What we did in HUMSC 101

- In class exercise:
 - Students were given a topic and no instruction
 - They had 20 minutes to find:
 - A website
 - A video/DVD
 - A book
 - A journal article
 - A newspaper story

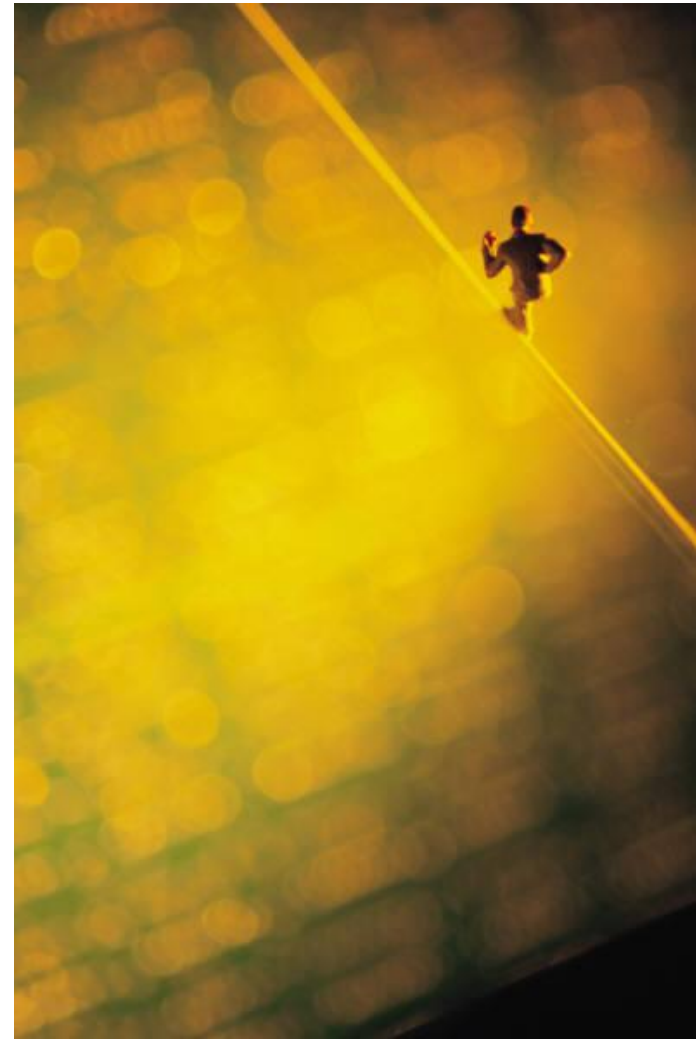


Then we talked about it

What was easy?



What was difficult?



Where do you think they looked for information?



www.google.ca



www.wikipedia.org



WHAT ARE SOME OF THE ADVANTAGES AND DISADVANTAGES OF GOOGLE?

- Advantage: Easy
- Advantage: You get tons of information
- Disadvantage: You get tons of information
- Disadvantage: Some of the information is &^%\$

WHAT ARE SOME OF THE PROS AND CONS OF WIKIPEDIA?

- ▶ PRO: Easy to use
- ▶ PRO: Edited by experts
- ▶ CON: Not considered scholarly
- ▶ CON: Edited by crackpots



We gave them tools to find other (sometimes better) sources

- Books
- Articles
 - Popular vs. Scholarly publications
 - “Magazines” vs. “Journals”
- Websites: “Good” vs. “Bad”

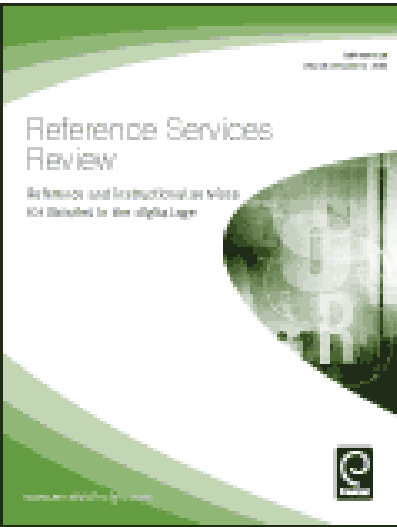


Future Plans:

- Information literacy integrated into each section of the course, and ideally into each year of their academic programs
- Assignments, annotated bibliographies—for marks!
- Librarian participation in UW-Ace discussions
- Research journals as part of their e-portfolios



Further Reading



“The benefits of buy-in:
integrating information
literacy into each year of
an academic program.”

Justin Harrison & Lorna
Rourke

Reference Services Review,
Volume 34, Number 4,
2006 , pp. 599-606



Evidence of Scholarship: Student Comment

“The lectures were very discussion oriented, and we were able to learn not only from the professor but from each other as well. This style of lecture also meant that we were privy to a variety of opinions, which **helped us establish a well-constructed opinion** by the conclusion of the lecture because we had the opportunity to have our own thoughts challenged and elaborated upon.”



Evidence of Integrative Learning: Student Comment

- “Another important aspect that distinguished the Human Science class from others was the number of guest lecturers that presented. I believe that by meeting such a variety of professors **we were able to understand the subject matter from a variety of different perspectives.** At least in my case, this exposure encouraged me to **experiment with class selections** that I may not have made previous to the Human Science class. Once again, the guest lecturers also meant that we were introduced to a few more familiar faces around campus, which was comforting.”



Research – Looking for Evidence of Scholarship

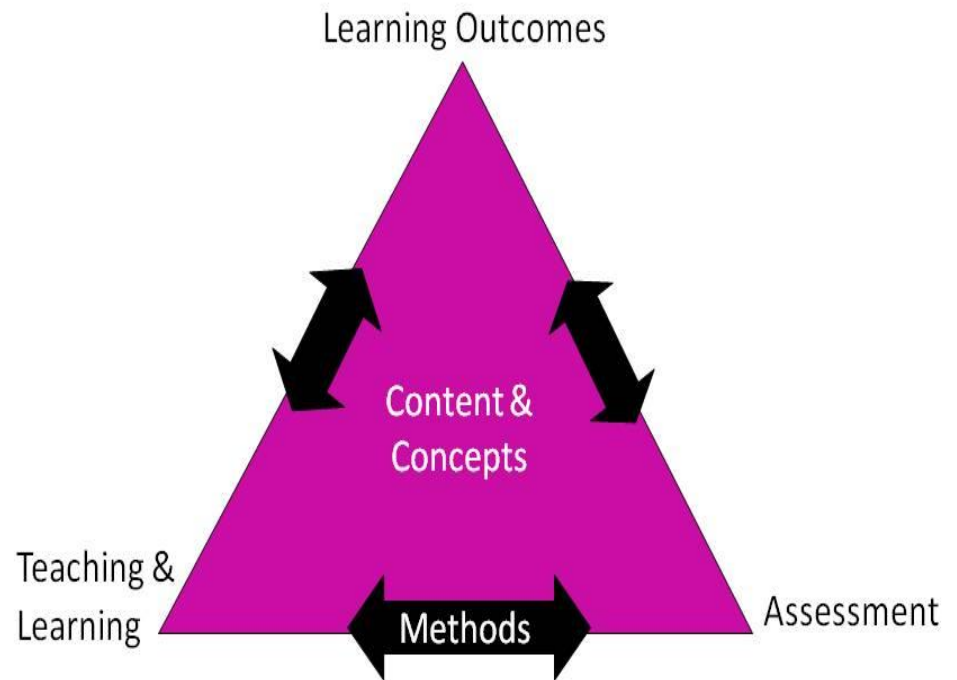
- Assignments

- Reflections
- Analytic Papers
- Responsible
- Citizenship
- ePortfolio

- Activities

- Discussions
- Guest Lectures
- Field Trips
- Group Research

Alignment in Course/Program Design



Evidence of Learning - Reflections

Reflection #1

- "...the first impressions of my first week leave me with the idea that maybe a first impression is like reading a brochure. You get all the facts, all the selling points, but you have no idea what's it's really like..."



Evidence of Learning - Reflections

Reflection #6

"A friend once told me that our bodies can only absorb about 5 ml of water of water per minute. She said the key to hydrating your body was not in chugging 8 glasses of water in one sitting, but rather in spreading out your water consumption into well spaced, and well paced, continuous sips. I think this approach to hydration is the same approach needed for excellence. My newly acquired collection of University experiences has taught me this. I no longer believe that a person can sit down, decide to be an excellent student and stand up and walk away one, in fact I've come to realize that maybe I never did believe that. Maybe I always knew a person had to sit down repeatedly and as frequently as possible... but regardless that knowledge doesn't make sitting down any easier."



Evidence of Learning - Reflections

Reflection #12

"...before taking this course, I used to believe that reflecting on every little decision I made was what held me back from being like others my age. I used to observe how my peers could make a decision in the blink of an eye, with such confidence and boldness, that I often feared my own decisions must be wrong, if it took me over twice the amount of time that it took them. Now, after I have read Rene Descartes, I have learned that confidence in your decision does not guarantee that you are right. Because Descartes stressed the importance of stepping away from a situation and reflecting on it in great length, I no longer feel rushed in my decision making. Now, instead of feeling a lack of confidence for my lack of boldness, I feel confident that my reflection has led me to the right decision."



Responsible Citizenship and The St. Jerome's Student

By Faith Camaletti

Introduction

Welcome to my E-portfolio on Responsible Citizenship!

As a first-year student at St. Jerome's University, I decided to focus my E-portfolio on Responsible Citizenship in the life of the average St. Jerome's student.

Also to help you Navigate easily through this e-portfolio there are three sections.

Section 1 (In Orange)- "The Average St. Jerome's Student"

Section 2 (In Blue)- "Reflection and Action"

Section 3 (In Cream/Yellow)- "Examples of Responsible Citizenship"

Examples of Responsible Citizenship

for St. Jerome's Students!



At St. Jerome's, there are a variety of resources that teach the importance of responsible citizenship. These resources *image from www.clipart.com* can be found in:

1. HUMSC 101
2. The Media
3. The World around Us

These resources are available for all students to discover, explore and learn from! Below are some examples of each!

Examples from Human Science 101

"Great Dialogues: Reflection and Action"*

Human Science 101 was an excellent learning environment because of it's unique class format. In class, instead of learning through daily lectures we learned through reading, dialoguing, guest speakers and personal reflection.



image from www.sju.ca

The Role of the St. Jerome's Student

- Take certain courses and attend class
- Do assigned readings, homework, assignments and studying
- Maintain marks and overall average
- Graduate
- Enter workforce and become a valued contributor of society

The Role of the Individual

Responsibilities of Reflection and Action

Reflection

1. Become aware of social, political and cultural issues in the world around us.

Awareness is important because it helps us to

- Appreciate how fortunate we are in comparison to others around the world. As St. Jerome's students here in Canada we are fortunate enough to have freedoms and rights that so many around the world do not. We have the right to education, free health care and the freedoms of free speech, and religion. Also most students (especially those in residence) are blessed with clean drinking water, shelter, safety, food and family. Knowing how fortunate we are, encourages us to use our opportunities to our full advantage.

- Be empowered to help those who are not as fortunate.

2. Consider how acting or not acting will affect others around you, the environment, society and yourself.

Other Roles that the St. Jerome's Student play

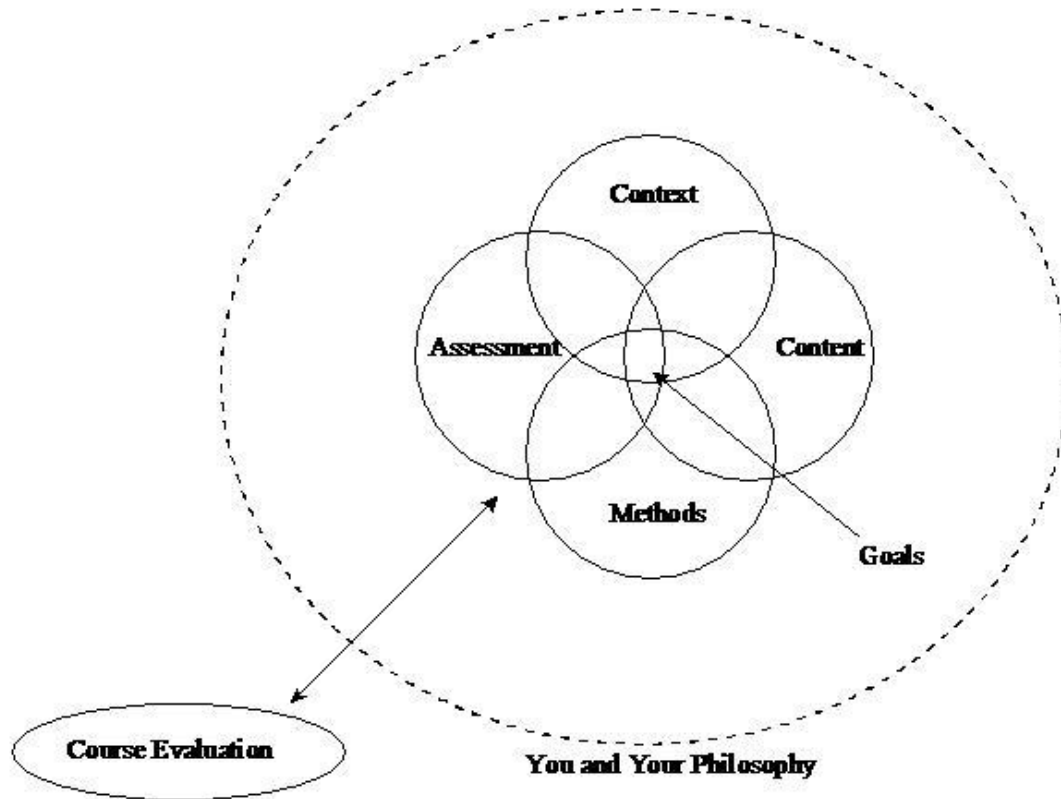
- Friend
- Child
- Grandchild
- Sibling
- Employee
- Volunteer
- Person of Faith
- Athlete
- Artist
- Canadian Citizen

All of these roles are accompanied by their own set of duties and responsibilities. When a person combines all their roles it describes what kind of individual they are. Our roles as individuals are what guide us to be Responsible Citizens in our context/role. Because when we are Responsible Citizens as Individuals we are given the responsibilities of reflecting and acting.

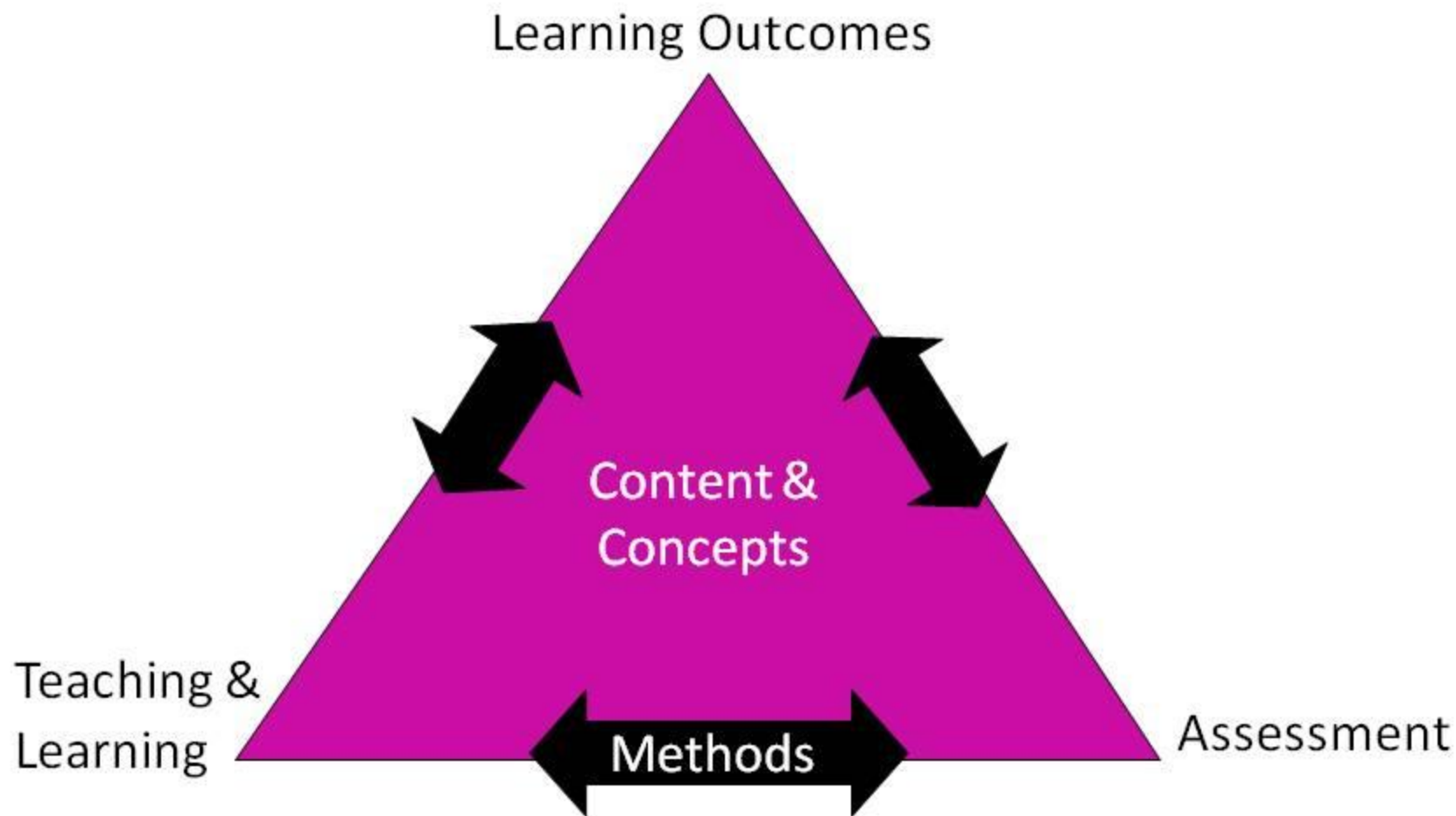


A Friend Role

Course Design Model



Alignment in Course/Program Design



Step #1:

Developing Learning Outcomes

Start with a free-writing exercise. Think about your course/program and answer the following question:

- What do I want my learners to know, understand, or be able to do at the end of my course/program?

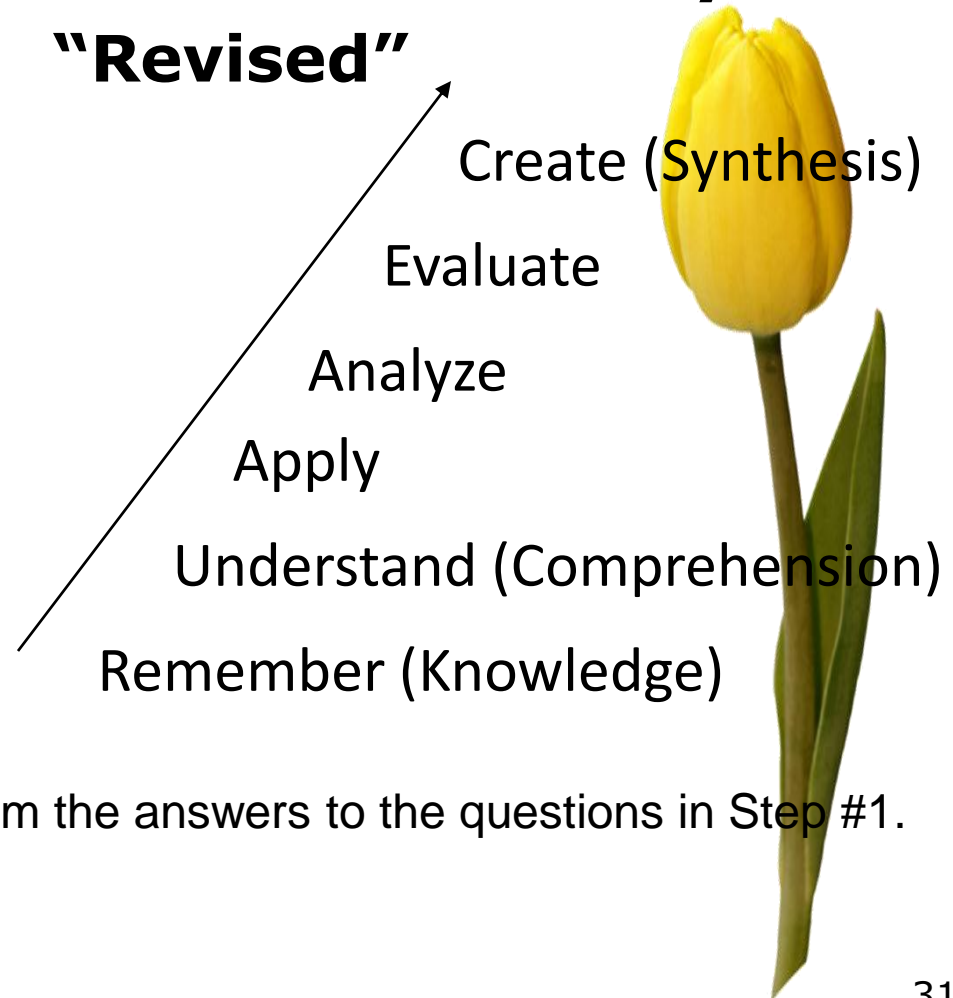


Step #2: Write a Clear Learning Outcome

Three domains of learning

- **Cognitive:** mental skills (*Knowledge*)
- **Affective:** growth in feelings or emotional areas (*Attitude*)
- **Psychomotor:** manual or physical skills (*Skills*)

Bloom's Taxonomy "Revised"



*Outcomes should be derived from the answers to the questions in Step #1.

Step #3:

Designing Learning Activities

- Consider learning activities that will allow your learners to meet the outcome you have identified to become scholars of learning.
- N.B. These qualities of tasks encourage integrative learning :
 - Ill-structured, “messy” or real-life situations
 - Tasks that demand the ordering of thoughts
 - Tasks that require evaluation and synthesis (i.e. how reflection and action can promote responsible citizenship)
 - Tasks that encourage students to connect previous knowledge to new concepts and ideas.



Your Ideas / Discussion

- Outcome > activity > assessment method



Final Thoughts

- Value in modeling the kind of behaviour (scholarship) that we want to see in our university grads > “learners must ask for the meaning of what they learn, in the sense of what difference it makes to the rest of their beliefs and to their actions.” (Dewey)
- Learners need opportunities to develop this kind of thinking – one course is not enough!!
- Alignment in course design is essential to success



Thank You!

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