The Integrated Student

Advancing practice and research on student learning in student affairs
The Integrated Student
Advancing practice and research on student learning in student affairs
Today's Objectives

- Recognize the contributions of integrative learning to a student’s development
- Consider the ways in which you might foster integrative learning, including but not limited to the use of ePortfolios, on your own campus
- Understand effective research designs for determining the impact of integrative learning on student achievement
- Gain an understanding of how student learning can be measured in disparate student affairs units
Integrative Learning Defined

"One of the great challenges in higher education is to foster students' abilities to integrate their learning across contexts and over time... The capacity to connect is central... whether focused on discovery and exercising, integrating and interpreting knowledge from disciplines, applying knowledge through real-world engagements... Integrative learning builds intentional learners... and the habits of mind that prepare students to make informed judgments in the context of personal, professional, and civic life... leading us to personal liberation and social empowerment" (Huber and Flintridge, 2004, p.6).

Student Life Integrative Learning Outcomes
- Demonstrate Knowledge
- Collaboration across Difference
- Self-Directed
- Relational Learner
- Identity and Perspectives
- Digital Identity

Outcomes Based
AAC&U Essential Learning Outcomes
- Knowledge of human cultures and the physical and natural world
- Intellectual and practical skills
- Personal and social responsibility
- Integrative and applied learning
— "One of the great challenges in higher education is to foster students’ abilities to integrate their learning across contexts and over time... The capacity to connect is central...whether focused on discovery and creativity, integrating and interpreting knowledge from disciplines, applying knowledge through real-world engagements... [integrative learning] builds intentional learners...and the habits of mind that prepare students to make informed judgments in the conduct of personal, professional, and civic life...[leading to] to personal liberation and social empowerment” (Huber and Hutching’s, 2004, p.1).
Connects the Dots

- What did I learn and why was it important?
- What knowledge, skills, or capacities did I gain or demonstrate?
- How does it relate to other contexts or experiences?
- How does it relate to my own interests, passion or goals?
- How might I use this knowledge in the future?
Outcomes Based

AAC&U Essential Learning Outcomes

- Knowledge of human cultures and the physical and natural world
- Intellectual and practical skills
- Personal and social responsibility
- Integrative and applied learning
Student Life Integrative Learning Outcomes

- Demonstrate Knowledge
- Collaboration across Difference
- Self-Direction
- Relational Learner
- Identity and Perspectives
- Digital Identity
Why it Matters

For Students

What

So What

Now What
Integrative Learning Interventions

For Discussion
What is your campus/unit doing that is represented on this continuum?
What would you like to be doing to advance integrative learning, and what kind of support/resources might you need?
For Discussion

What is your campus/unit doing that is represented on this continuum?

What would you like to be doing to advance integrative learning, and what kind of support/resources might you need?
ePortfolios
Integrative ePortfolio

Prompts for Reflection

Facilitated process
Welcome to my MIPortfolio!

Hello! My name is Prowan Loganathan and I want to welcome you to my portfolio. I am currently a freshman in the College of Literature, Science & Arts at the University of Michigan. Starting in the spring, I am in the Preparatory Initiative at the Ross School of Business and I plan on pursuing a degree in business.

Please feel free to browse through my MIPortfolio to find out more information about me. If you have any questions, please email me at ploganat@umich.edu.

Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do, so throw off the bowlines, sail away from safe harbor, catch the trade winds in your sails. Explore, Dream, Discover. - Mark Twain

Social Identity Development

We live in a world full of people with different identities and views, and we have found that we make our way throughout Michigan that is important to respect all social identities and views.

Through my summer in the first year experience course, I have taken steps to see my social identity and how it shapes my life. My journey with the case of social identity started with the summer before I entered the University of Michigan and with my job as a crew member at McDonald's.

I applied for a job at McDonald's because I wanted to learn more about how businesses operate and also to get some hands-on experience working at a store. Eventually, working at McDonald's became part of my weekly routine, but I always dream about the boss of the grill area because I was embarrassed to work the front counter. One day, my manager asked me to clean our old fryer outside in the parking lot, and I honestly said I would do it.

When I was wearing the old fryer, a mom and her four-year-old son walked from their car in the parking lot to the store. As they walked by me, the child turned to his mother and asked, "Mommy, what's that boy doing?" I knew the kid was talking about me, but I decided to just smile and wave back. However, the woman was more disappointed by saying, "I don't know, but if you do wash school then you won't do it." I was extremely upset and all I wanted to do was go straight to the mom and tell her that I was a 4.0 student going to attend the University of Michigan, but all I could do was the smile and wave.

Before the incident, I had in the back of the mind the embarrassment to show myself, and incident showed me that I believed in the same stereotypes that the mom told her son. After that event, I started developing front counter skills and took the initiative to show how intelligent McDonald's employees can be. I have become more passionate about social identity and try to show others the same respect I expect from them.

The First Year Experience Course has taught me more about the different types of social identities and has let me explore my own social identities. As a Sri Lankan American, I have lived in a diverse culture. I plan on preventing myself from a person who accepts all cultures. I will continue to give the same attitude that I will wear at the Ross School of Business with my experiences at McDonald's to obtain a management position where I will create an environment for workers to feel that their social views and ideals matter. In addition, I will continue to explore my own social identity and make sure I am able to maintain the true me I have for my Sri Lankan American culture.
Hello! My name is Praveen Loganathan and I want to welcome you to my MPortfolio. I am currently a freshman in the College of Literature Science & Arts at the University of Michigan. I am in the Preparation Initiative at the Ross School of Business and I plan on pursuing a degree in business. Please feel free to browse through my MPortfolio to find out more information about me. If you have any question please email me at ploganat@umich.edu.

Twenty years from now you will be more disappointed by the things that you didn’t do than by the ones you did do, so throw off the bowlines, sail away from safe harbor, catch the trade winds in your sails. Explore, Dream, Discover. — Mark Twain

https://sites.google.com/a/umich.edu/ploganat/
Social Identity Development

We live in a world full of people with different identities and views, and I have found through my year at Michigan that it is important to respect all social identities and views. Through my semester in the first year experience course, I have been able to see my social identity and how it reflects my goal. My journey with the idea of social identity started with the summer before I entered the University of Michigan and with my job as a crew member at McDonald's.

I applied for a job at McDonald's because I wanted to learn more about how businesses operate and also to get some hands on experience working at a store. Eventually working at McDonald's became part of my weekly routine, but I always chose shifts in the back of the grill area because I was embarrassed to work the front-counter. One day, my manager asked me to clean our old fryer outside in the parking lot, and I hesitantly said I would do it.

When I was cleaning the old fryer, a mom and her four year old son walked from their car in the parking lot to the store. As they walked by me, the child turned to his mother and asked, "Mommy, what is that boy doing?" I knew the kid was talking about me, but I decided to just smile and wave back. However, that is when the mom responded by saying, "I don't know, but if you do well in school then you won't have to do it." I was extremely appalled and all I wanted to do was go straight to the mom and tell her that I was a 4.0 student going to attend the University of Michigan, but all I could do at the time was laugh.

Before the incident, I hid in the back of the grill embarrassed to show myself, and incident showed me that I believed in the same stereotypes that the mom told her son. After that event, I started choosing front-counter shifts and I took the initiative to show how intelligent McDonald's employees can be. I have become more passionate about social identities and I try to show others the same respect I expect from them.

The First Year Experience Course has taught me more about the different types of social identities and has let me explore my own social identities. As a Sri Lankan American, I know that I come from a diverse culture, I plan on presenting myself as a person who accepts all culture. I will combine the business skills that I will learn at the Ross School of Business with my experiences at McDonald's to obtain a management position, where I will create an environment for workers to feel that their social views and identities matter. In addition, I will continue to explore my own social identity and make sure I am able to maintain the love I have for my Sri Lankan American culture.
Where it Happens

High Impact Practices

In Collaborative Courses
- Making the Most of Michigan, UC 170, U Housing and LSA
- Engaged Learning Partnerships, Ginsberg Center of Community Service Learning and Schools/Colleges
- Dialogues in Social Psychology in Community Settings, UC 421, U Housing and Intergroup Relations

In Programs
- Michigan International Internship Program
- LeaderShape
- Alternative Spring Breaks
- International Center Student Council

In Units with Student Employees
- Sexual Assault Awareness and Prevention Center
- Office of Student Conflict Resolution
- Recreational Sports
High Impact Practices
In Collaborative Courses

Making the Most of Michigan, UC 170, U Housing and LSA

Engaged Learning Partnerships, Ginsberg Center of Community Service Learning and Schools/Colleges

Dialogues in Social Psychology in Community Settings, UC 421, U Housing and Intergroup Relations
In Programs

Michigan International Internship Program
LeaderShape
Alternative Spring Breaks
International Center Student Council
In Units with Student Employees

Sexual Assault Awareness and Prevention Center

Office of Student Conflict Resolution

Recreational Sports
The Research
Phase 1 Findings

ALL students gained and those who included more components in their portfolios experienced greater gains

Students who completed portfolios in more than one course or program experienced the greatest gains

Students at all class levels showed significant gains (gains were greatest for sophomores and juniors)

Gains were consistent across gender and race/ethnicity
Phase 2 Findings
Peer facilitation works

- Demonstrate Knowledge: Peer-facilitated 0.66, Traditional 0.32
- Collaboration Across Differences: Peer-facilitated 0.24, Traditional 0.24
- Self-Direction: Peer-facilitated 0.52, Traditional 0.06
- Reflective and Relational: Peer-facilitated 0.45, Traditional 0.15
- Identity and Perspectives: Peer-facilitated 0.29, Traditional 0.18
- Professional Digital Identity: Peer-facilitated 0.72, Traditional 0.44
Employing Integrative Learning Pedagogy Matters

- Demonstrate Knowledge: DSA 0.40, Non-DSA 0.25
- Collaboration Across Differences: DSA 0.11, Non-DSA 0.02
- Self-Direction: DSA 0.22, Non-DSA 0.11
- Reflective and Relational: DSA 0.25, Non-DSA 0.14
- Identity and Perspectives: DSA 0.21, Non-DSA 0.07
- Professional Digital Identity: DSA 0.48, Non-DSA 0.44
Integrative Portfolio Gains are Lasting

![Graph showing gains in various aspects of portfolio performance before and after interventions.](image)
Phase 3 Findings
The Future
Scalable
Sustainable
Gains
The Integrated Student
Advancing practice and research on student learning in student affairs

Today's Objectives
- Integrate the concept of integrative learning into a philosophy driving institutional change.
- Foster a culture that values and rewards students' integrative learning.
- Develop strategies to enhance the taught integrative learning framework, and to increase overall student learning.

Integrative Learning Interventions

Where it Happens

The Research

Integrative ePortfolio
Why it Matters

The Future
Scalable, Sustainable Gains

Sample Pages