

Integrative Learning, Reflective Practice and ePortfolio Development

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Integrative Learning @ DU

Integrative learning is the practice of making meaningful wholes – that is, synthesizing knowledge across academic boundaries; connecting personal, academic, work, and community experiences; and evaluating and reflecting on their own learning (*Vision for Undergraduate Education*).

Key places for integrative learning @DU:

- LAS Seminars
- ePortfolio Development



ePortfolio @ DU

ePortfolios are excellent means to achieve integrative learning. They are designed to equip students with an enhanced capacity to make meaningful wholes and they are especially designed to help students to reflect on, as well as accurately evaluate, their own learning.

At Dominican University we want students to connect the dots, to discern the big picture and their place within it – to stand somewhere and to stand for something. This is what ePortfolios help students to do.

ePortfolio Pilot Courses

From Fall 2010 to Spring 2013, RCAS developed pilot courses (ID 190 and 290) to promote integrative learning through portfolio development.

Assignments for Portfolio Learning

Connections to Experience

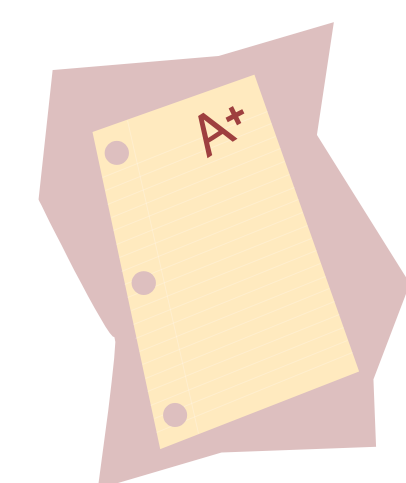
Goals of the assignment:

- To reflect on your past learning (e.g., high school or previous college courses).
- Prioritize and select particular courses or parts or components within courses you took, which have been the most valuable, based on specific criteria, and be able to give good reasons for why you rank them so highly now.
- Propose some of your own constructive suggestions for other courses you believe would be educationally valuable for yourself and for others, and be able to justify the judgments you are making.
- Continue to reflect on your present educational opportunity here at Dominican.

Connections Across Disciplines

Goals of the assignment:

- Identify connections between some of the theories, ideas, methods and/or facts in the course you have in common and other courses you are taking.
- Explain how these connections help you understand the common course in a new way.
- Share the strongest example of a connection in some way with your fellow students and with your instructor in the common class.

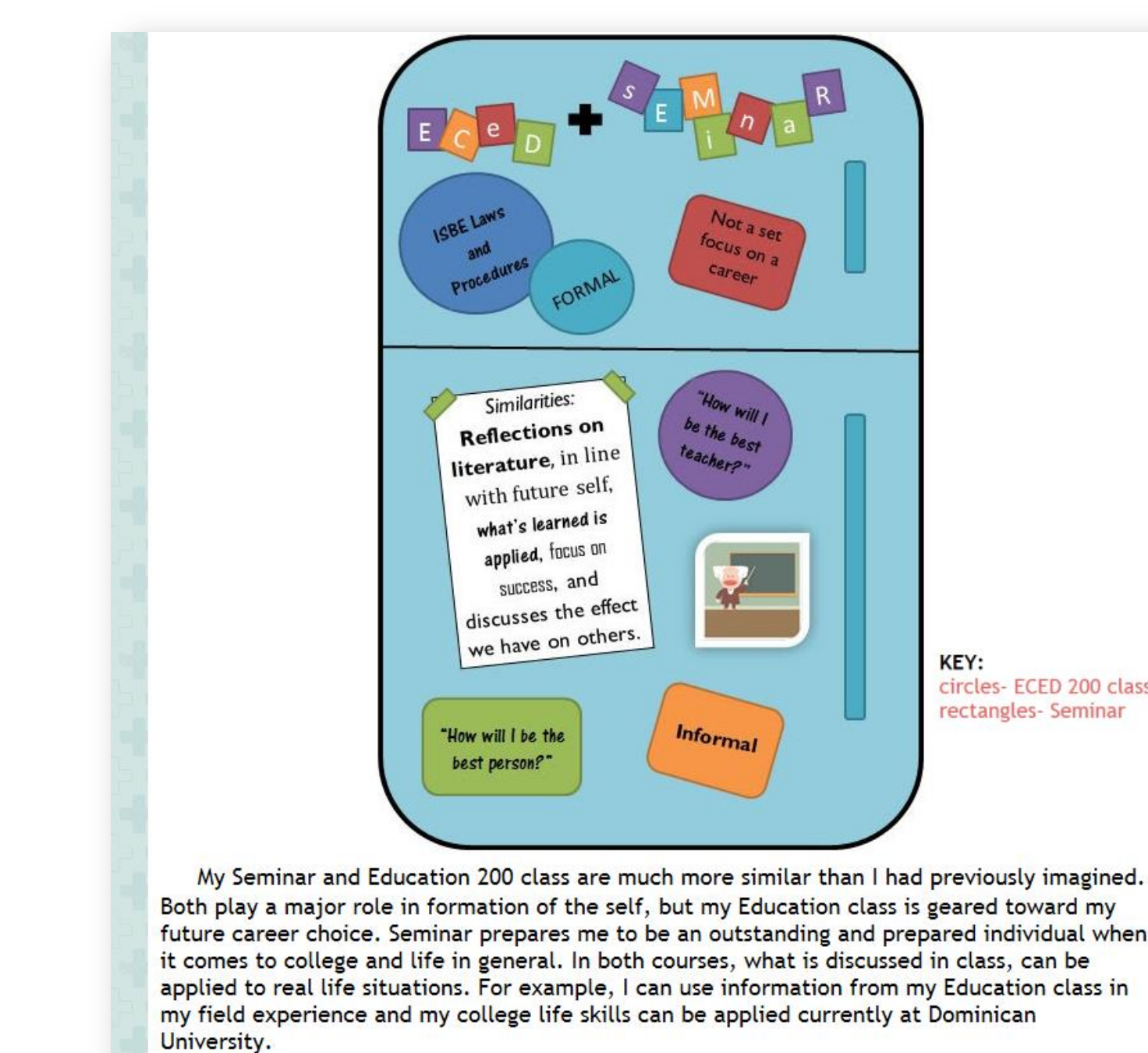
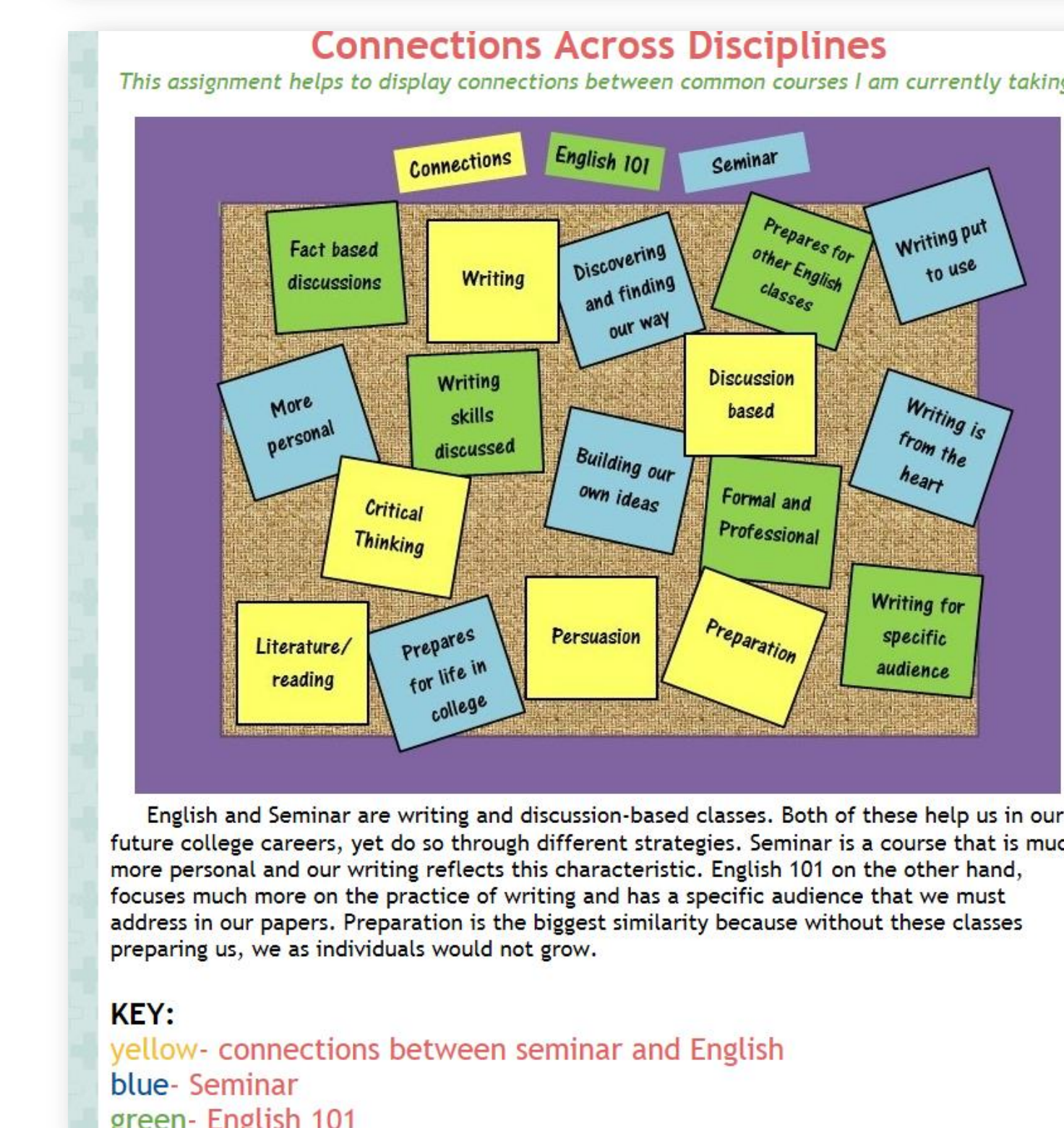
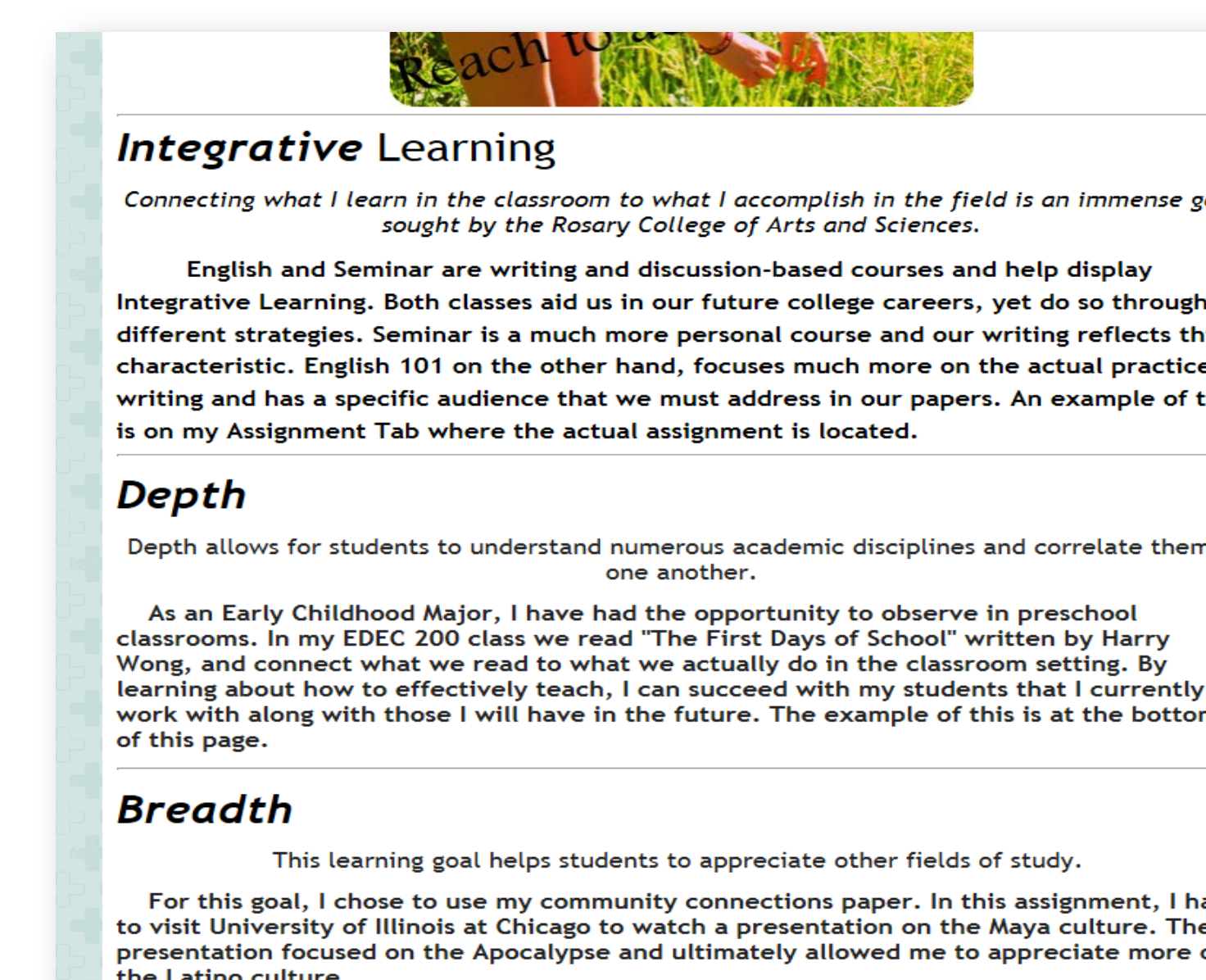
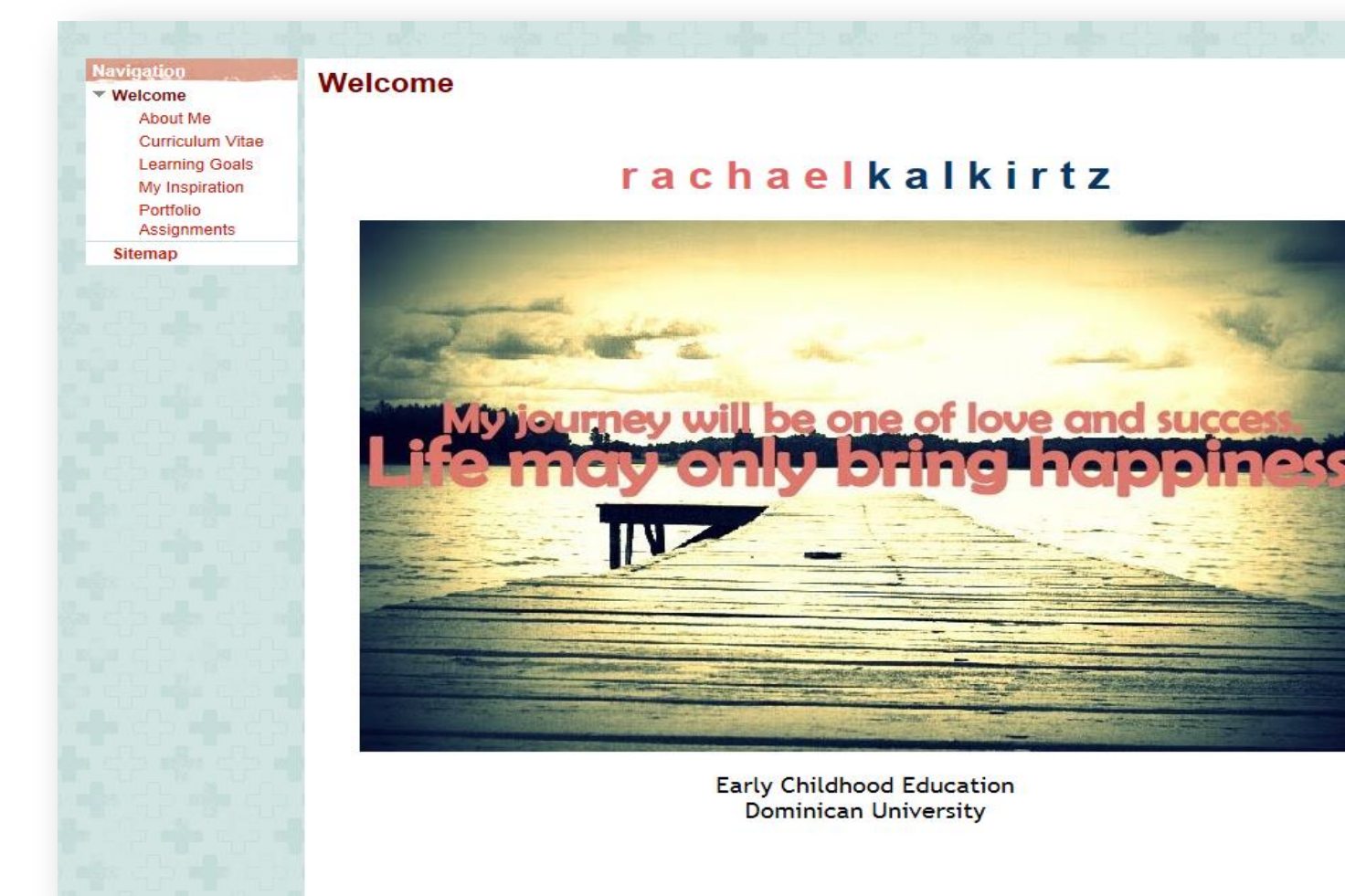


Reflection and Self-Assessment

Goals of the assignment:

- What have I come to know myself as a learner (after one semester in college, one year, etc.)?
- How did I come to this self-knowledge?
- What will I do with this knowledge in the future?

Sample Student ePortfolio



Created by Rachael Kalkirtz, LAS 143, fall 2012
(Professor Josephine Sarvis)

Feedback from the Students

Do you think that you got out of it what you had hoped?

- “I do think I got out of it what I had hoped. As a future educator, I think it is **important** for me to **develop** a record of my **educational experience** and **reflect** on it so I can **better myself** and maximize my future students learning **opportunities**.”
- “Yes! I have definitely learned some aspects about myself that without the reflection of my choices, **journey and connection**, I would have never have realized. “
- I feel more organized now and have a good head start as a Freshman to see what I can do and **possible pathways** to getting to these **goals**.”

What, if anything, did you get from this course that you can “take with you” after you leave college?

- “How to **examine my self**”
- “**Reflection is key** to learning about your self, your past, your **present** which dictate your **future**.”

ID 190 Spring 2011 Survey (Professor Jeff Carlson, Jodi Cressman, Bill George, and Josephine Sarvis)

Integrative and Portfolio Learning; What Can You Do?

- Consider teaching an LAS Seminar (contact Chad Rohman, Core Curriculum Director).
- Adapt existing integrative/portfolio learning assignments for courses you are teaching.
- Design your own integrative/portfolio learning assignments.
- Share with others what you do in courses to promote integrative/portfolio learning.