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INTEGRATIVE LEARNING REFLECTION PAPER PROMPT

Reflection Paper: My First Year

During your time at [insert college name], you have been challenged to integrate knowledge gained both in and out of the classroom to other experiences and situations. This way of being, called integrative learning, is not just one centered in your college experience, but in all facets of life during your lifetime. It involves being able to do the following:

- Make connections between your experiences and academic knowledge,
- consider a variety of perspectives on a discipline or topic,
- adapt and apply skills, abilities, theories, methodologies gained in one situation to new situations, and
- demonstrating a sense of self as a learner through reflection.

The Assignment:

With this in mind, you are to write a 1,000-1,100 word culminating reflection on your first year at [insert college name]. When writing this paper, you should consider the following questions:

- Reflect on the classes you took in [insert RLC name] over the course of the year. Reflecting on the topics covered, where can you make connections between content covered in one course to another course(s) you took?
- Did you find yourself applying knowledge from a course to your experiences outside the classroom in conversations, assignments, jobs, or other ways? If yes, please describe and give specific examples.
- Can you think of examples of times where you applied knowledge gained in one context to a new, different context? If yes, please describe and give specific examples.
- What have you learned about yourself in regard to your individual learning style during your first year? Please describe the courses, experiences, and/or situations that contributed to this understanding.

Considerations:

Your reflection could take into consideration all aspects of your first-year experience. Keep in mind:

- Your academic experiences- including but not limited to:
 - Courses you have taken
 - Projects or assignments you have worked on
 - Lectures or events you have been required to attend for a class
 - Relationships with faculty and advisors
 - Components of your [insert RLC name] experience (ex. [insert brief description of what these are])
- Your personal experiences- including but not limited to:
 - Relationships you have formed with peers, residential life staff, and/or faculty in residence
 - Involvement in campus clubs, activities, organizations and/or out of the classroom experiences
 - Participation in service
 - Living on campus
 - Events you have attended

Adapted Format Version of AAC&U VALUE Rubric¹ Numbers reflect the criteria for that score.

CONNECTIONS TO EXPERIENCE: *Connect relevant experience and academic knowledge*

0. Student did not demonstrate this area
1. **Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.
2. **Compares** life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own.
3. Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories/frameworks of fields of study.
4. Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.

CONNECTIONS TO DISCIPLINE: *Sees (makes) connections across disciplines, perspectives*

0. Student did not demonstrate this area
1. When prompted, presents examples, facts, or theories from more than one field of study or perspective.
2. When prompted, connects examples, facts, or theories from more than one field of study or perspective.
3. Independently connects examples, facts, or theories from more than one field of study or perspective.
4. Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.

TRANSFER: *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*

0. Student did not demonstrate this area
1. Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation **in a new situation.**
2. Uses skills, abilities, theories, or methodologies gained in one situation in a new situation **to contribute to understanding of problems or issues.**
3. Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve problems or explore issues.**
4. Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems or explore complex issues in original ways.**

REFLECTION AND SELF-ASSESSMENT: *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)*

0. Student did not demonstrate this area
1. Describes own performances with general descriptors of success and failure.
2. Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).
3. Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).
4. Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).

¹ This rubric was created using the Association of American Colleges and Universities (AAC&U) Integrative Learning VALUE Rubric. Retrieved from <https://www.aacu.org/value-rubrics>