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## **Integrative Knowledge Assignment Guide**

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## **Integrative Knowledge Assignment Guide**

One of the most important skills higher education strives for undergraduate students is their ability to apply classroom skills and knowledge to challenges they encounter in the larger world as well as their own lives. This is the centerpiece of integrative knowledge. Below we have an assignment guide that provides suggestions for creating new assignments or modifying new assignments to help students learn these important skills.

This assignment guide is a tool educators can use to critically examine and improve their own assignment guidelines for the purpose of helping students produce better work. There is no expectation that assignments explicitly address all questions posed in the guide. Rather, each guide poses questions to help educators make their own decisions about what kinds of prompts to include -- or not to include -- in an assignment.

As you review the assignment guidelines, respond to the questions below (generated from the [CSUMB integrative knowledge rubric criteria](#)) and revise assignment prompts if needed and helpful to students. Depending on course level and prerequisites, it may be reasonable for students to know how to respond without explicit prompting. Consider offering students a sample that makes concrete the requirements and criteria of an excellent performance (e.g. an excellent student paper as a model).

### **Connections to experience**

- Does the assignment explicitly ask students to connect course theory or course content to their own personal life experience (e.g. experience at work, at home) or real-life event (e.g. current events)?
- Does the prompt provide examples or reference to how to draw and analyze from personal life experience or real-life events?
- Does the assignment describe faculty expectations around this connection (what students should do with these connections)?
- What verb/s are used in the assignment as it asks students to do something with the connection between course theory and personal experience (e.g. describe, analyze, synthesize, compare and contrast, etc.)?

### **Intradisciplinary connections**

- Does the assignment explicitly ask students to connect course theory or course content to other academic knowledge within one discipline?
- Does the prompt provide examples or guidelines on theories to draw upon?
- What does the prompt explicitly ask students to do with that relationship (e.g. identify compare and contrast, analyze, synthesize)?
- What verb/s are used in the assignment as it asks students to do something with the connection between course theory and other aspects of this discipline (e.g. describe, analyze, synthesize, compare and contrast, etc.)?

### **Interdisciplinary connections**

- Does the assignment explicitly ask students to connect course theory or course content to academic knowledge in a different discipline?
- To what extent does the assignment guide students in their choices?
- Does the prompt give an example/s, such as one used in class discussion, for students to draw upon?
- What verb/s are used in the assignment as it asks students to do something with the connection between course theory and another discipline (e.g. describe, analyze, synthesize, compare and contrast, etc.)?

### **Metacognition**

- To what extent does the assignment explicitly ask students to reflect on their strategies for using integrative knowledge (For example: what internal strategies do students use to nudge their own thinking around connecting theory/fact in your course with the external world?)
- Does the prompt ask students what they learned from completing the assignment, specifically in terms of making connections to other contexts (life experience, theories within the discipline, and theories outside the discipline)
- Does the prompt ask students to reflect on how their ability to draw connections to other contexts have changed or improved over time?
- Does the prompt ask students to evaluate the changes in their own integrative learning in addition to examining the strengths and weaknesses in using Integrated Knowledge?