

# *Nuts and Bolts of Integrative Assignments—Let's Get Started!*

*Joye Hardiman, The Washington Center*  
*Janine Graziano, Kingsborough Community College*



# Integrative Assignments: Learning Communities

---

Learning Communities have at their heart **integrative assignments** which give students the opportunity to demonstrate that

- they have achieved some **SLO(s)** for each of the courses linked or instruction offered
- they have **integrated** concepts and/or materials from each of the courses linked or instruction offered
- they have **applied** concepts from each of the courses linked or instruction offered to real world problems or issues

# Creating Integrative Assignments: Sample SLOs from an LC Model

---

- **Freshman Composition**

- Students will be able to write an argument driven essay and cite source material

- **First Year Seminar**

- Students will be able to reflect on their own learning

- **Introduction to Sociology**

- Students will be able to discuss the impact of socioeconomic status on power and privilege

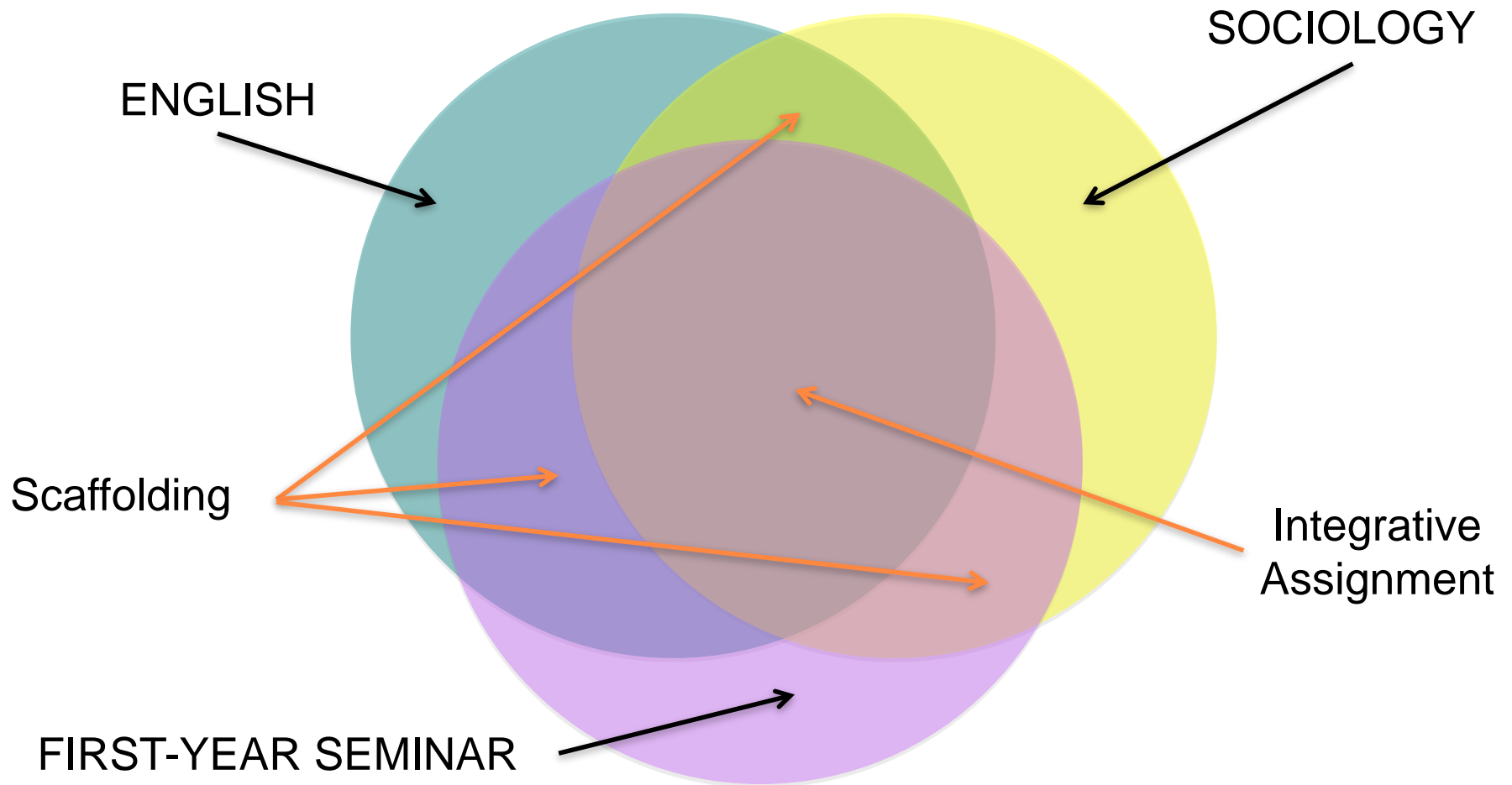
# Creating Integrative Assignments: An Example

---

**Q:** Given the student learning outcomes of these three courses, create an integrative assignment that gives students the opportunity to demonstrate that these outcomes have been achieved.

# Creating Integrative Assignments: An Example

---



# Working Backwards to Create Integrative Assignments

---

**Q:** Working backwards from the integrative assignment, what scaffolding assignments or activities can be done in each of the courses to help students develop the knowledge base and skills needed to successfully complete the shared assignment?

# Creating An Integrative Assignment

---

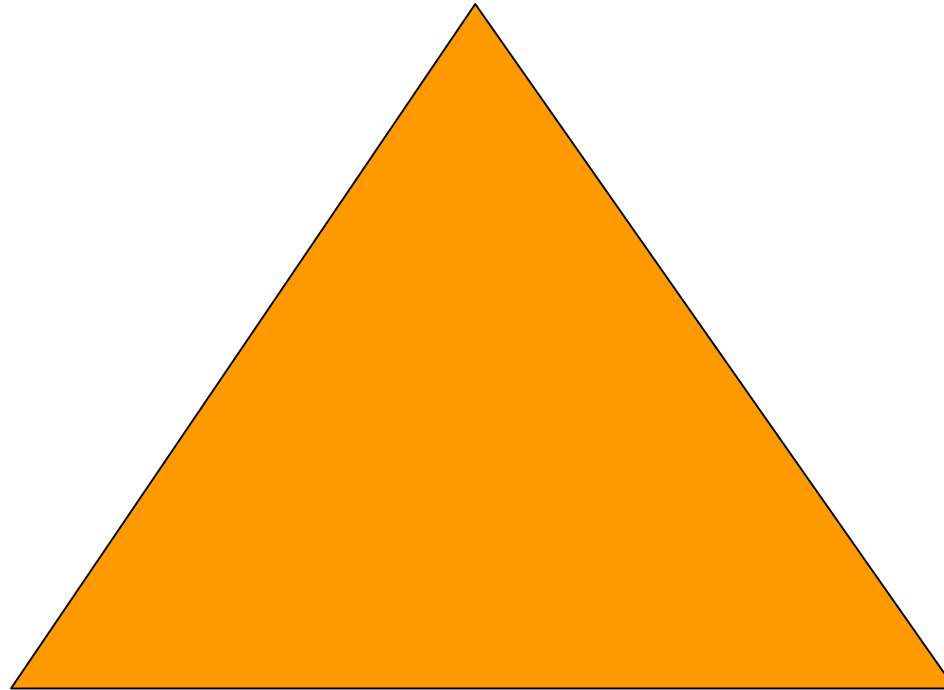
1. Consider YOUR SLOs
2. Identify a real world problem or issue that would be relevant to the courses you are linking
3. Consider the resources you will use
4. Create an assignment that
  - represents each SLO,
  - prompts for integrative thinking, and
  - incorporates scaffolded activities



# Creating Your Integrative Assignment

---

What is the public issue relevant to your students?



SLOs: What do you most want students to learn from your courses?

Resources: What curricular, co-curricula, and community resources will you use?

# Creating Your Integrative Assignment

---

On your newsprint, please...

- Identify the course or SLOs to be targeted by this assignment. (*i.e., By the end of this LC semester, students will be able to...*)
- Identify your real-world issue
- Record your integrative assignment prompt (*i.e., What will you ask your students to do?*)
- Note the scaffolding activities needed
- Note supporting materials. Be as specific as possible (e.g., *The New York Times*, Indianapolis Museum of Art, *Supersize Me*)

# Presentations and Feedback

---

**Q:** What do you notice?

**Q:** What do you appreciate?

**Q:** What would you like to know more about?

**Q:** What suggestions can you make?

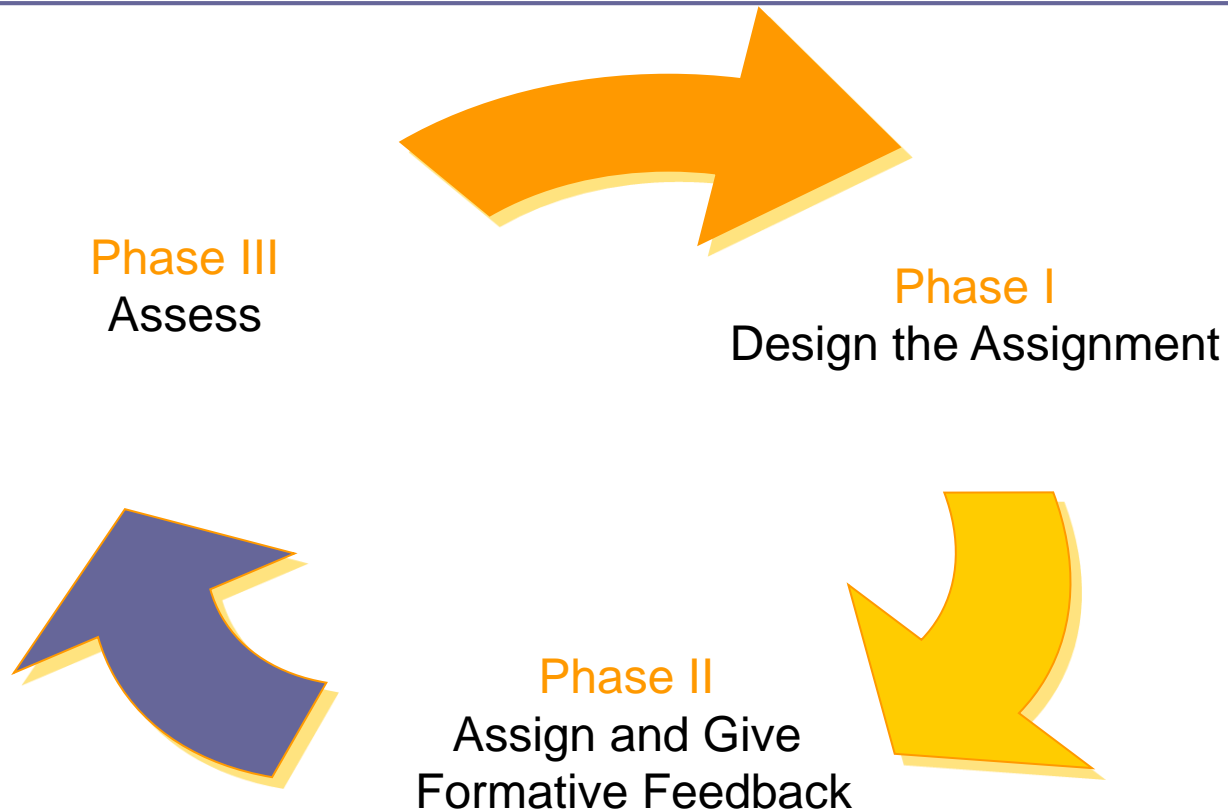
# Assessment of Integrative Thinking

---

- Q:** Does the work show evidence that the student achieved each course SLO?
- Q:** Does the work show evidence of integration?
- Q:** Is the integration sustained throughout the work?
- Q:** Were there missed opportunities for integration?

# Phases of Assignment Design

---



# In Short...

---

- Integrative assignments help foster and assess integrative thinking across SLOs in LCs.
- In designing integrative assignments, consider the scaffolding needed to support students in their work on the assignment.
- Assessing integrative assignments helps improve the assignment, improve instruction, and assess integrative thinking.

Comments?  
Questions? Answers?



Thank You!