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| **Integrative & Lifelong LearningVALUE Rubric- adapted for edld** *for more information,* *please* *contact value@aacu.org* |  |

**Definition**

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

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|   | **Capstone**4 | **Milestones**3                                              2 | **Benchmark**1 |
| **Connections to** **Experience***Connects relevant experience and academic knowledge* | Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences, academic and professional experiences) to **deepen understanding** of fields of study and to broaden own points of view. | Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life,  work experience), to **illuminate** concepts/theories/frameworks of fields of study. | **Compares** life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own. | **Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests. |
| **Transfer***Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations* | Makes explicit references to previous learning and adapts and  applies that knowledge and those skills gained in one situation to a new situation **tosolve difficult problems or explore complex issues in original ways..** | Makes references to previous learning and shows evidence of applying that knowledge and those skills to a new situation **to solve problems or explore issues.** | Makes references to previous learning and attempts to apply that knowledge and those skills to a new situation to **contribute to understanding of problems or issues**.. | Makes vague references to previous learning but does not apply knowledge and skills gained in one situation to a new situation.  |
| **Reflection and Self-Awareness as a Learner** |  Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and professional experiences, which provide foundation for expanded knowledge, growth, and maturity over time. | Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks. | Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or professional events. | Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or professional events. |