

*Integrative and Generative Learning:
Designing Curricula for Student
Retention and Success*

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A School doing all the right things

#1 ranked professional school in the world
at a Research I institution

- Learning outcomes articulated in every syllabi
- Curriculum: 2/3 courses and 1/3 field-based experiences
- Students knew what they were supposed to be learning
- Experiential learning in every course
- Self-reflection integrated into most courses

Phase I Discovery: Learning Fragmentation

Students:

- Did not know what they were learning or why
- Could not see how they could translate learning to the 'real world'



They were undergoing profound changes but could not articulate how they were changing or what it meant. They lacked confidence as learners

2012-2013 Focus Groups with Ross MBA

I don't think our MAP team knew how to connect what we learned in our core courses to our project...our classes and MAP were pretty much separate (MBA1, end of first year)

I know the MBA program truly changed me...I learned a lifetime worth of stuff here... I just can't tell you what I learned right now, maybe I'll know 6 months from now. (MBA2, end of second year)

Our MAP team did dozens of interviews with potential customers for our sponsor but most of them were a waste of time because we had no idea what questions to ask or how to ask them. (MBA1, end of first year)

What is Happening?

Sources of fragmentation

Competing Demands

Institutional Needs

Provide evidence that students' are learning key content and skills



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Students' Needs

Connect fragmented experiences, integrate learning within their own identities and develop a future self



Problematic assumptions

A capacity learned or demonstrated in one place automatically translates to other contexts

NOT TRUE



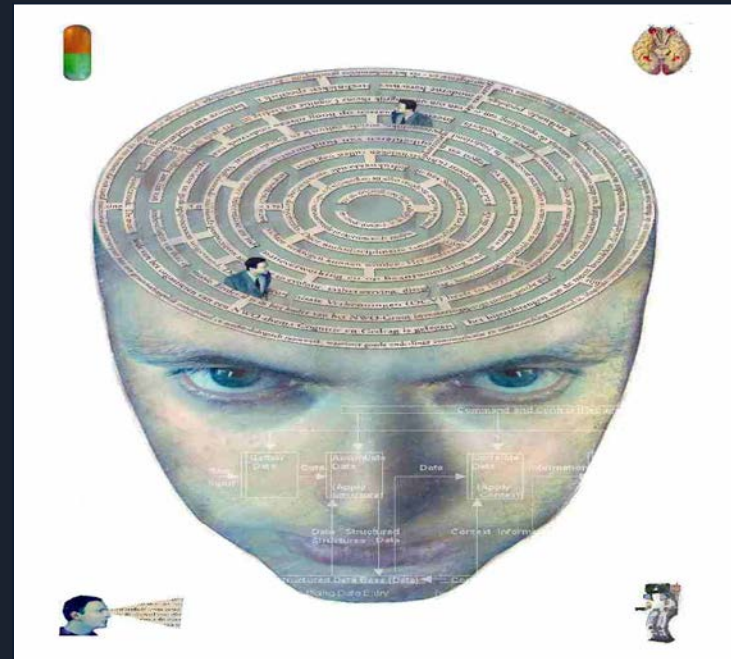
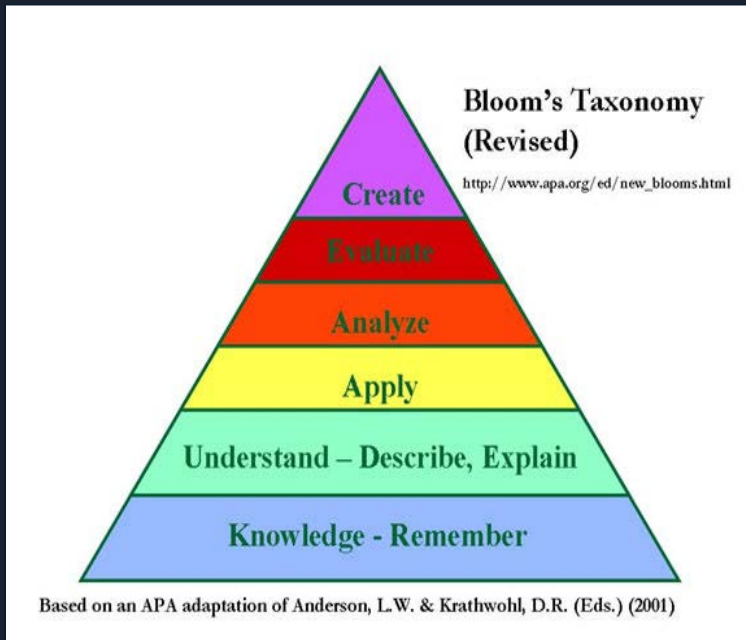
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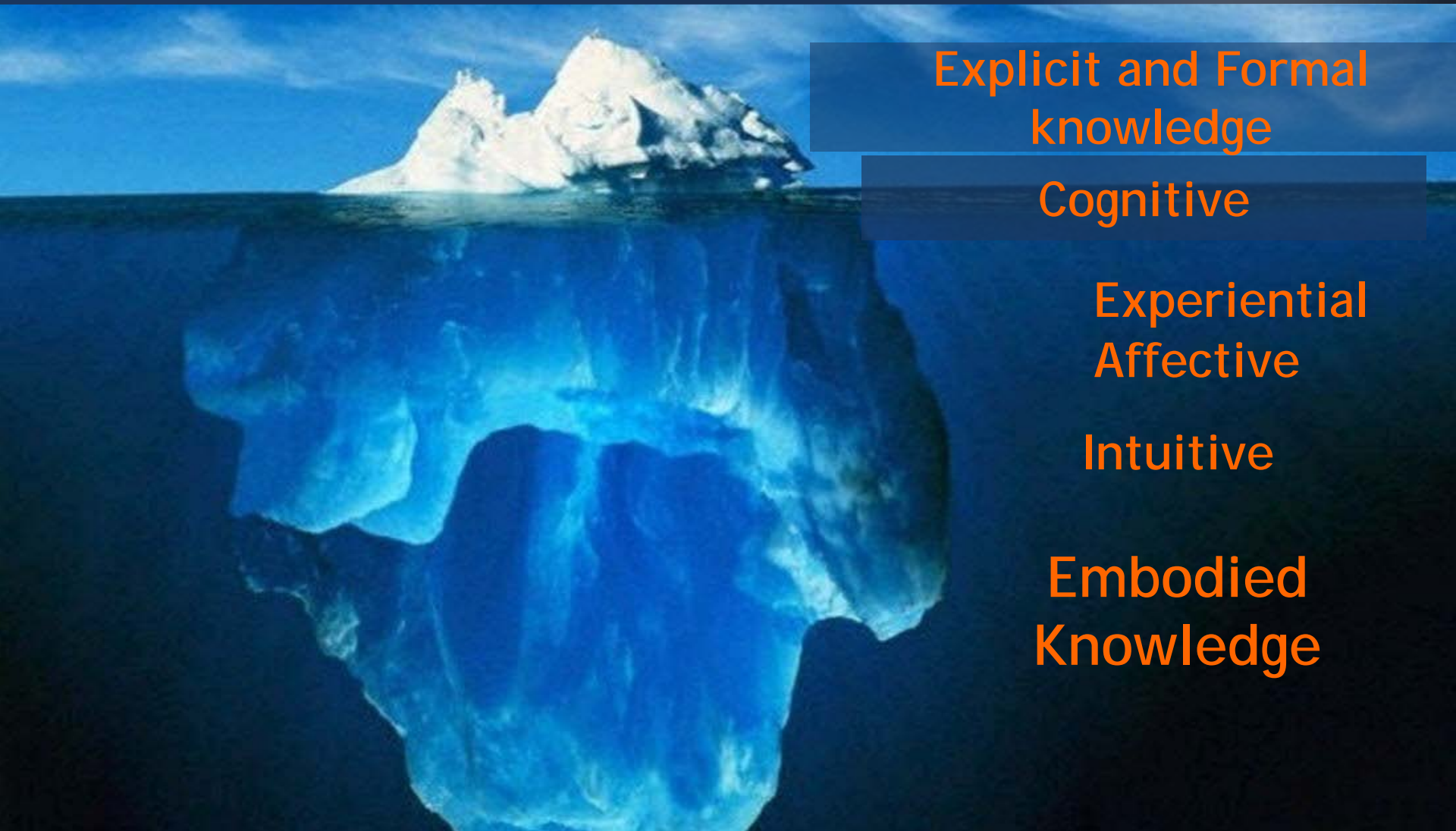
problematic assumption:

“real” learning primarily occurs through a combination of cognitive understanding and self-awareness

NOT TRUE!



Critical Gap – Formal education addresses only a small portion of the capacities people need for success



Explicit and Formal
knowledge

Cognitive

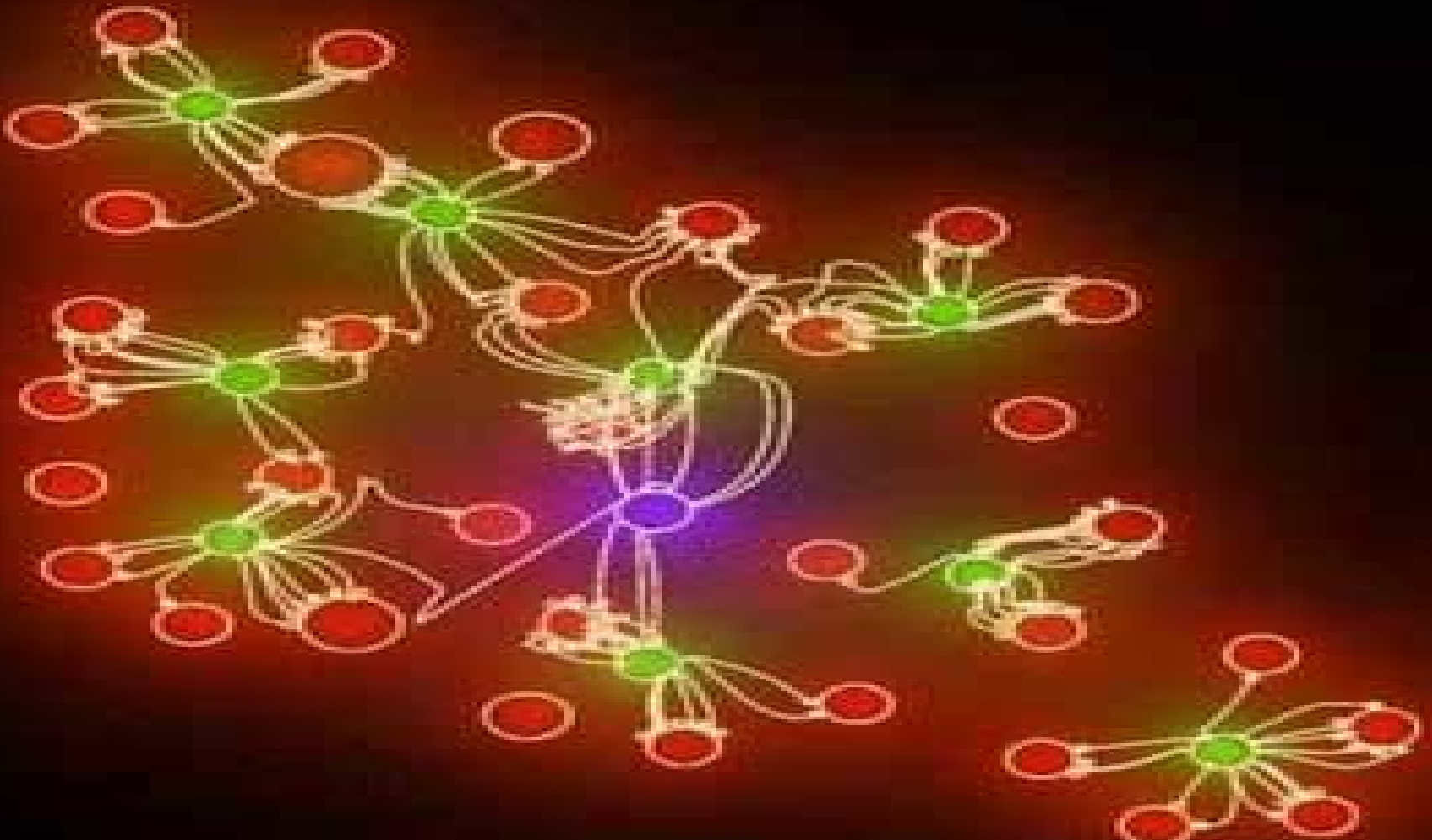
Experiential
Affective

Intuitive

Embodied
Knowledge

Tacit and embodied knowledge

Most learning occurs unconsciously within our bodies and is hidden from our awareness



Most people struggle to

recognize when and how they are learning or why it matters



Most people struggle to

understand how all of their many different life experiences fit together



Phase II Action Research

- Identify learning experiences that worked
- Unpacked those moments to discover what was happening within them
- Developed a curricular “intervention” to address the fragmentation

Exercise 1

Find a partner

Individually: think of your personal definition of “deep” or transformative learning

Share your definition with your partner (1 minute each)

Individually: identify a time when you experienced a moment of learning that transformed you in some way.

Share it with your partner

What was the difference?

Disembodied

Engages only cognition in learning

Difficult to remember

Devoid of meaningful contextual details

Can generate fragmentation when definition is incongruent with personal knowledge and experience (which it often is)

Embodied

Engages cognitive, affective and physical dimensions in learning

Easy to remember

Reveals details re: the speaker's context, values, experience, strengths, etc..

Naturally integrates a person's mental, emotional, physical and spiritual dimensions of being

Asking Embodied Questions prompt people to describe their experiences in rich detail (revealing motivations, decisions, etc.), which connects them to their hidden “body” of knowledge



Embodied Learning Activates Coherence

- Increased ability to self-regulate (Bradley, 2010; Bedell 2010)
- 40% improvement in long-term memory (Lloyd, 2010) •
- 24% improvement in short-term memory (Lloyd, 2010)
- Increased ability to focus (Lloyd, 2010; Ginsberg, 2010)
- Increased ability to process information (Ginsberg, 2010)
- Faster reaction times (McCarty, 2010)
- Higher test scores (Bradley, 2010)
- Improved ability to learn (Bradley, 2010)

**SOURCE: compiled by Kim Cameron, 2016, derived from McCarty, 2013*

Embodied vs. Disembodied

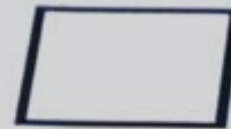
Disembodied:

What did you learn from doing the team project?

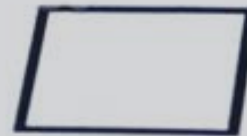
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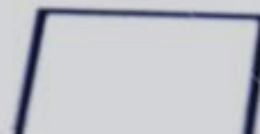
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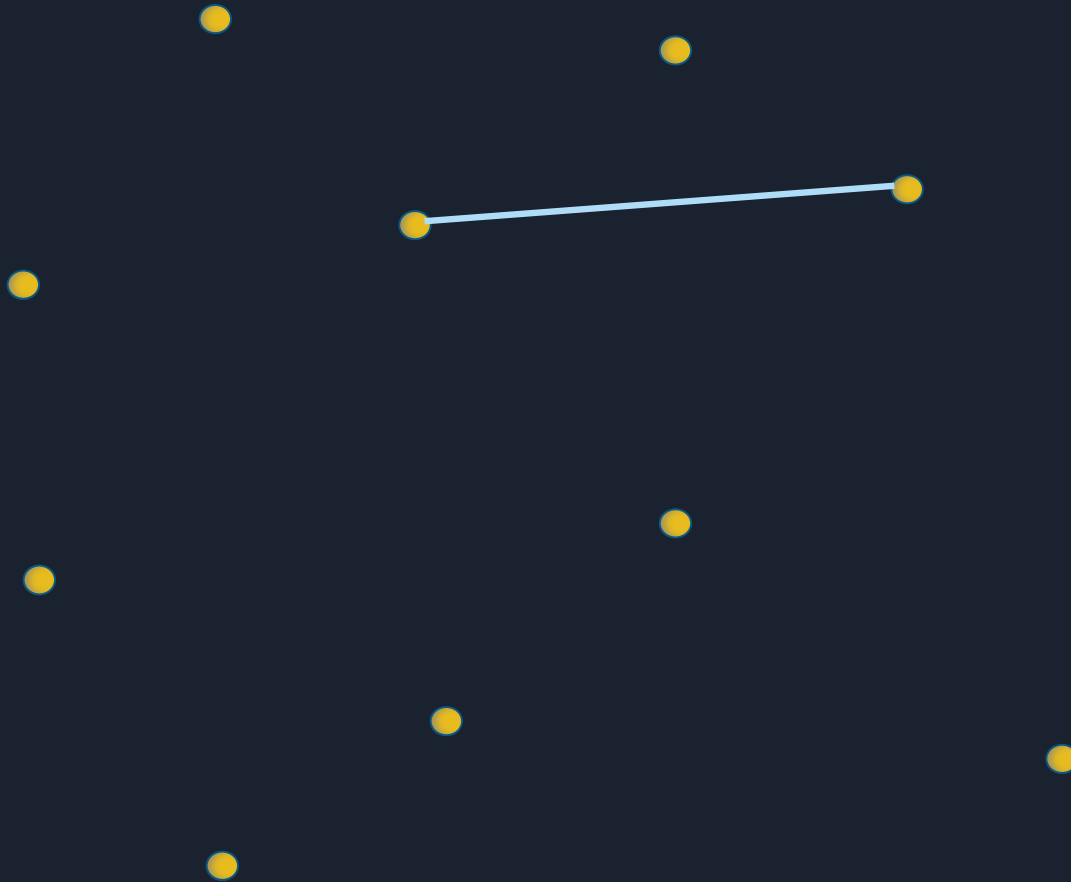
Embodied vs. Disembodied

Embodied:

While doing the team project, describe a moment when you struggled or felt challenged in some way. What was the source of the challenge and what specific steps did you take to overcome it?

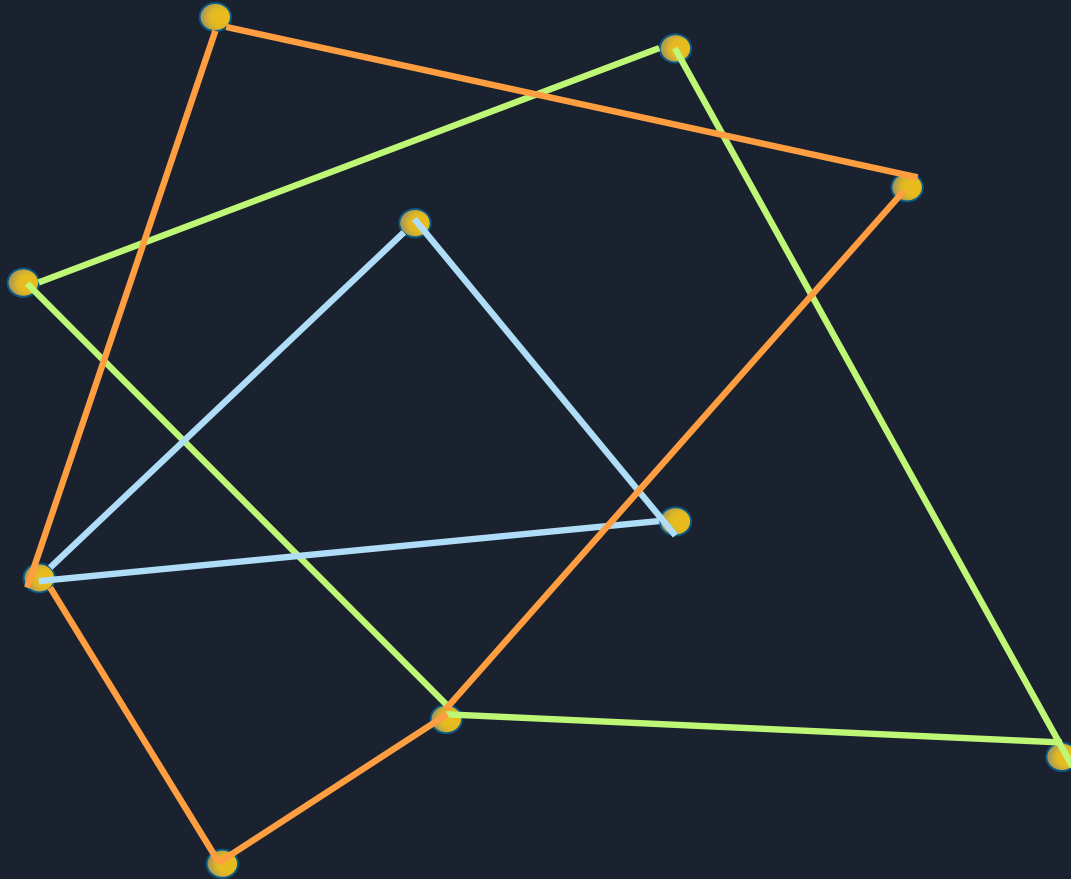


10 Variables



Linear Connections: 72

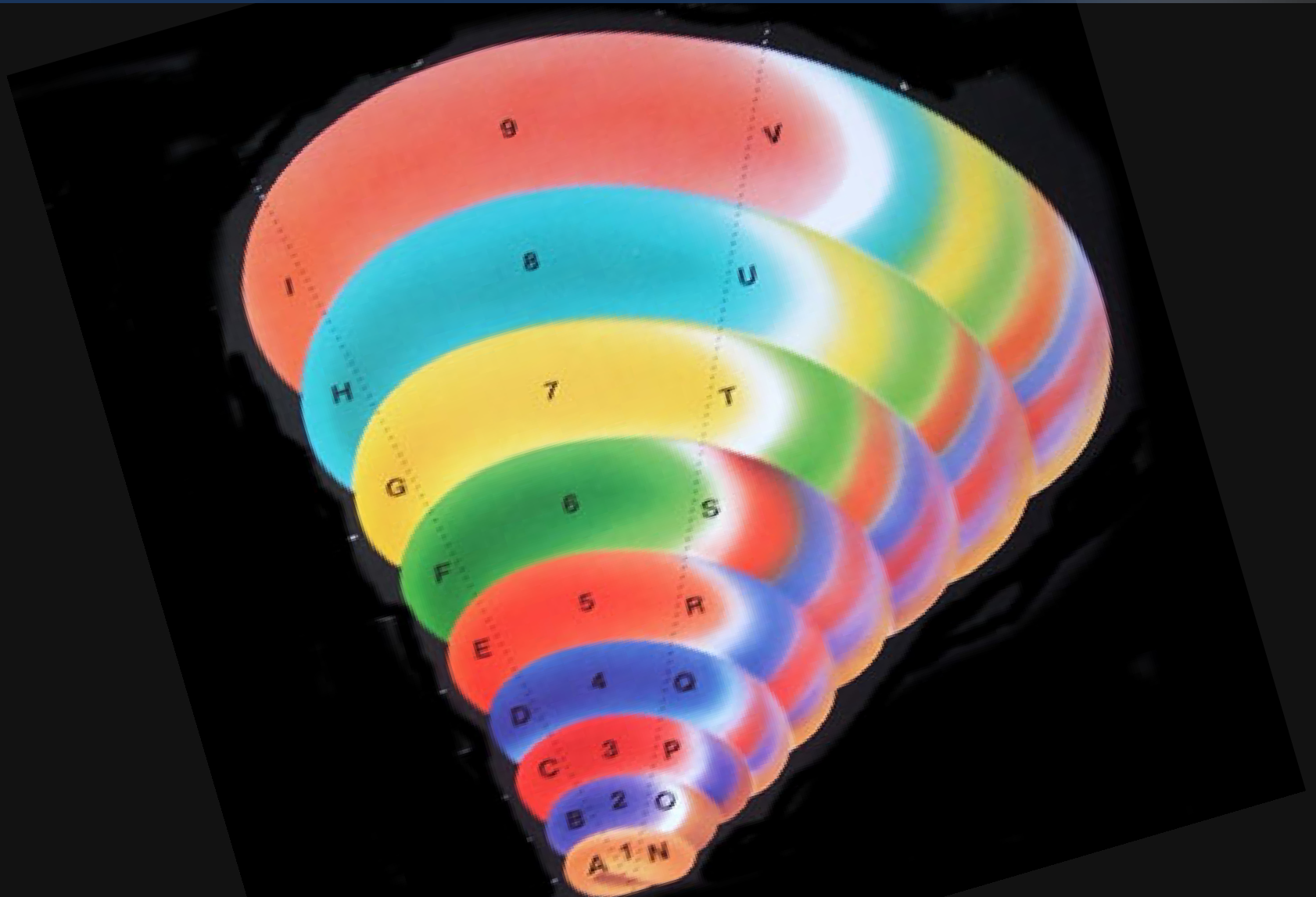
10 Variables



Nonlinear Connections: 3.2 Billion

Embodied Questions reveals Generative Knowledge

What we express at the surface reveals a coherent underlying form- strengths, purpose, capacities



Dimensions of Generative Knowledge



What does this have to do with
Integrative Learning?

Everything

Levels of Generative Knowledge and Learning

1. Faculty prompt students for insights from particular courses

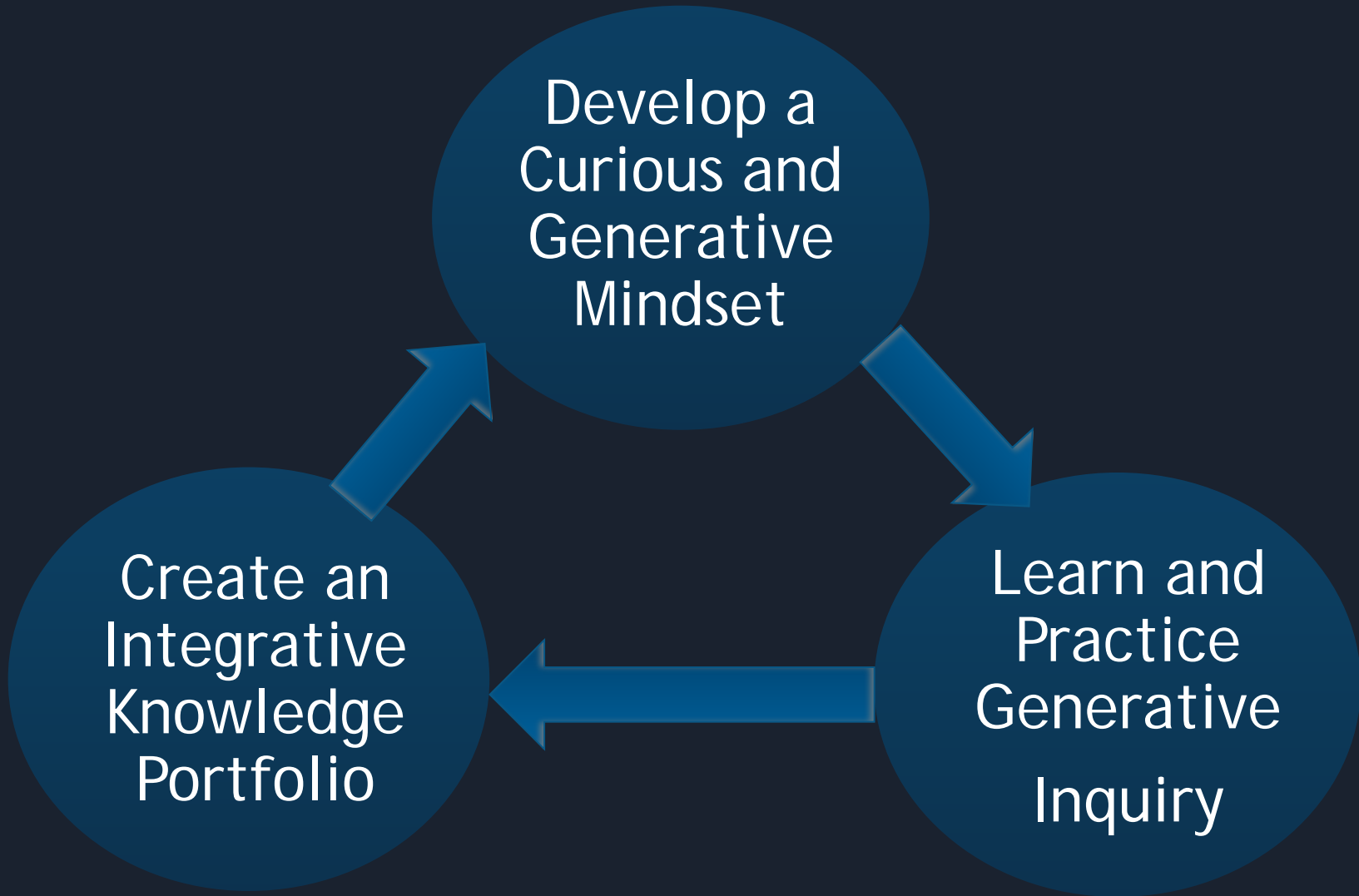
2. Students learn skills to identify and document moments of learning in courses and workshops

3. Students use generative inquiry to identify embodied and explicit knowledge, and then connect that knowledge to their goals, values and identities, asking *"Who am I? What am I learning? What are my strengths? What value do I create? How am I making a difference?"*

LEVEL 3: THE STEPS OF THE INTEGRATIVE KNOWLEDGE PORTFOLIO PROCESS



3 Elements of Integration



Generative Inquiry and Integrative Portfolio Development (course or seminar)

Together, students learn to:

- Identify and organize previous disconnected learning experiences
- Ask embodied questions to reveal subtle moments of learning
- Listen in a way that allows hidden knowledge and insights to emerge
- Identify patterns and themes across disconnected information, data, and experiences
- Apply tools and frameworks learned in one place to other situations
- Create an online portfolio to demonstrate their learning



1. Identify identify 12-15 previous key learning experiences from both academic an real-life contexts



2. Write a sentence about how each one is important and then identify knowledge/skill categories that describe those learning experiences



Inspiring Involvement in Community Projects

Creative Writing

Crafting Fiction and Poetry in Undergraduate Workshops

Writing a Children's Book that was Professionally Published

Editing

Editing an Award-Winning Student Newspaper

Shaping Promotional Materials for Innovative Health Programs

Supporting the Editors of a Literary Magazine

Leadership

Facilitating Team Meetings for a Student Newspaper Staff

➤ Inspiring Involvement in Community Projects

Strategy and Planning

Building the Journalistic Skills of Student Reporters

Developing Funding Strategies for Two



Introduction

No collaborative work gets done without people of diverse talents who believe in what the group is doing as a whole. For some of those members, information is self-sought; participation follows naturally. For the vast majority of others, group involvement has to be inspired by another passionate person. Through my leadership roles in a number of student organizations, I've developed both my philosophy and ability in motivating people to action.

When serving as the co-chair of the homeless shelter volunteer program SWAT Hunger (Students Working

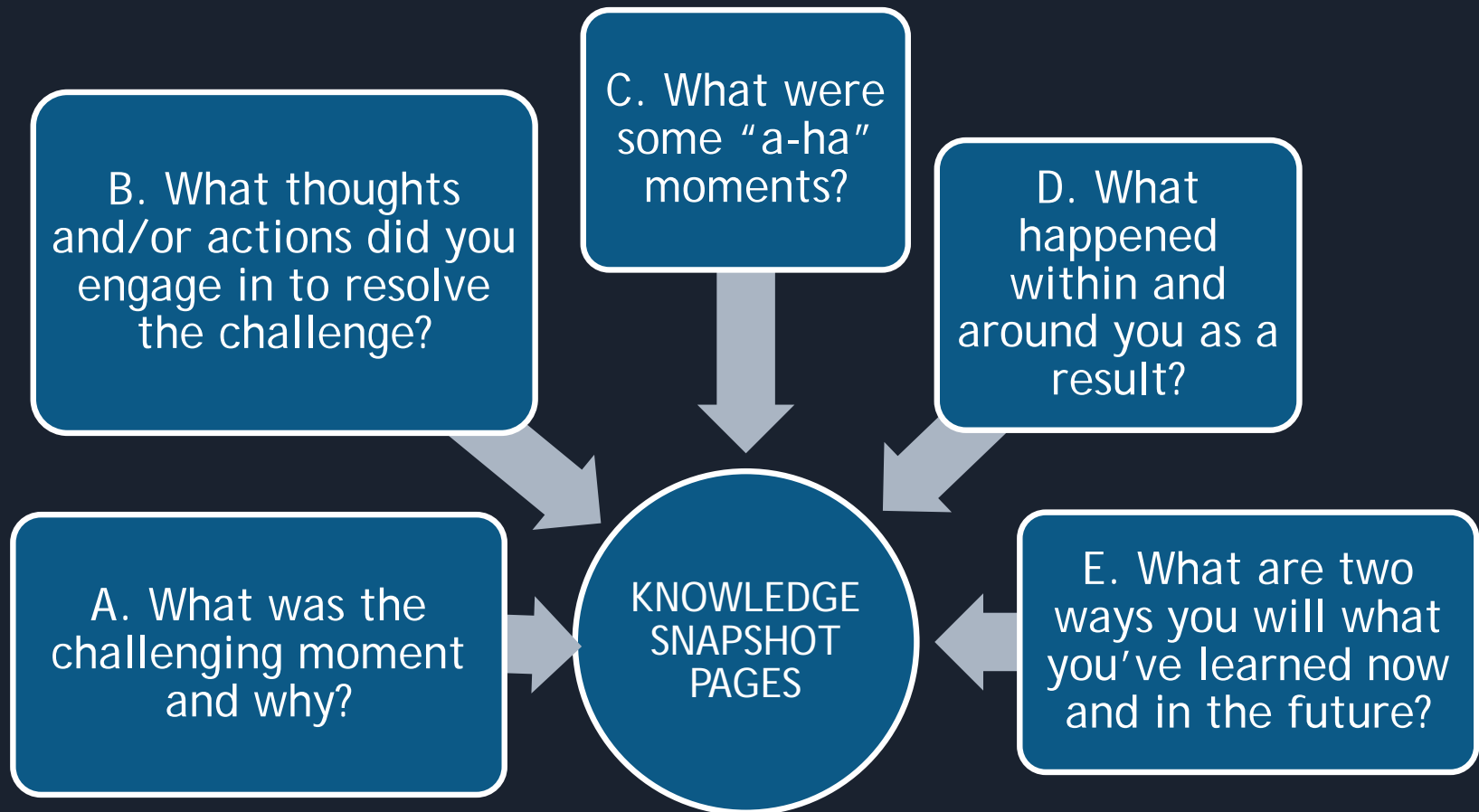
Against Today's Hunger) for my community service fraternity, I spoke about the program at chapter meetings, often with over 200 people in attendance. I needed to motivate members to choose the shelter, over many other worthy projects, as the place to dedicate their time. When staffing a table for the literacy group WE READ at an annual student organization fair, my goal was to recruit new talent. I wanted to inspire writers and artists to craft children's books for Detroit elementary school students and engage volunteers in visiting classrooms to read with those children on a weekly basis.

Importance of Work

At the Shelter Association, volunteer support for cooking and serving is crucial

Shelter Association of Washtenaw County

3. Learn Generative Inquiry: in groups of 3, students “unpack” subtle learning experiences in order to retrieve the insights and connections hidden within their experiences





Vikas R. Chhabra

MICHIGAN
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Value in the Value Chain



Overview

During my first two quarters of my MBA, I was exposed to a completely new way of thinking. With a background in healthcare operations, I was excited to look at healthcare from the perspective of a service industry, and understand the associated business strategy and information management challenges. With classes in Financial Accounting, Strategy, and Marketing, I was anxious to apply classroom knowledge to my future career. My learning in this experience comes from not only my enthusiasm in applying classroom knowledge to a real setting, but also to be patient with seemingly inapplicable lessons.

Community Work

[Empowering Communities Through the Arts: Intergenerational Theatre](#)

Leadership

[Leading Youth Based Community Work](#)

Social Identiti

[Reconsidering Experience](#)

Global Engage

[Exchanging Id Cultures and](#)

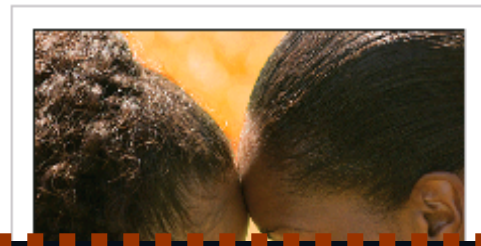
Research

[Researching in the Black C](#)

Researching Mental Health in the Black Church

My Objectives as a Part of Research Team

- Retrieve and compile accurate data regarding attitudes towards mental health in the black community.
- Learn about the unique aspects of how mental health relates to the black community.



Excerpt from Knowledge Snapshot Page:

Our action research prompted churches and their members to take action toward creating programs that integrate education, prevention and coping strategies for strengthening mental health ... I learned that even b taking small steps, as long as I am working with others, I am Making a difference where it matters the most... Its not the big plans that matter, but the small everyday steps of following throu



From 2006-2007, I worked on a doctoral student's clinical psychology research project addressing mental health in the black community. Our research team went to churches in the metro Detroit area to meet with and interview pastors and survey


4. Revealing Hidden Purposefulness and Motivating Forces: Students do another 3-way exercise to identify hidden sources of passion and motivation and then create a Philosophy Statement

Over 85% of students say that creating a philosophy statement is the most difficult yet rewarding aspect of the Integrative Portfolio Experience



Connection: My experiences molded me, and those same experiences influenced the issues that I am most passionate about.

My passion evolves from my desire to alleviate social, cultural, economic, and spiritual poverty. I was born into training as a social activist. While growing up, the poverty line was my tent, I went to failing public schools...and I've seen many things. According to hackneyed jargon, I would be considered "At Risk."



My passion evolves from my desire to alleviate social, Cultural, economic and spiritual poverty...I was born into training as a social activist...the poverty line was my tent. I went to a failing public schools...In college, I have thought deeply about differences...preparedness for college, family structure, support systems...mental Wholeness. I have become a knowledge producer, leader, and change agent..

I feel that I can use my experiences in life to relate to others similar to me. A personal goal of mine is to motivate others into action. While the fear of the unknown is deconstructed there is nothing but possibility left. I convey to others that I'm not the smartest person, nor am I special, I wanted a different life and if they wish for something else, it is available to them also.

Romans 8:28 And we know that God causes all things to work together for good to those who love God, to those who are called according to His purpose

Results from double-blind interviews

In employment interviews, the responses of IKPP students were compared to the responses of non-IKPP students.

IKPP students responses were:

- 1. Much more clear
- 2. Included clear and detailed examples
- 3. Connected to their goals and aspirations in a way that impressed recruiters and employers
- 4. 29/30 IKPP students got their first-choice of jobs vs 16/30 of the non-IKPP students

Questions and additional Training

Please contact:

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Or

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Integrating today's conversation

Identify 2-3 a-ha moments you've had from today's talk

Why did you have them?

What are 2 SPECIFIC ways you can apply what you've learned to your teaching or life