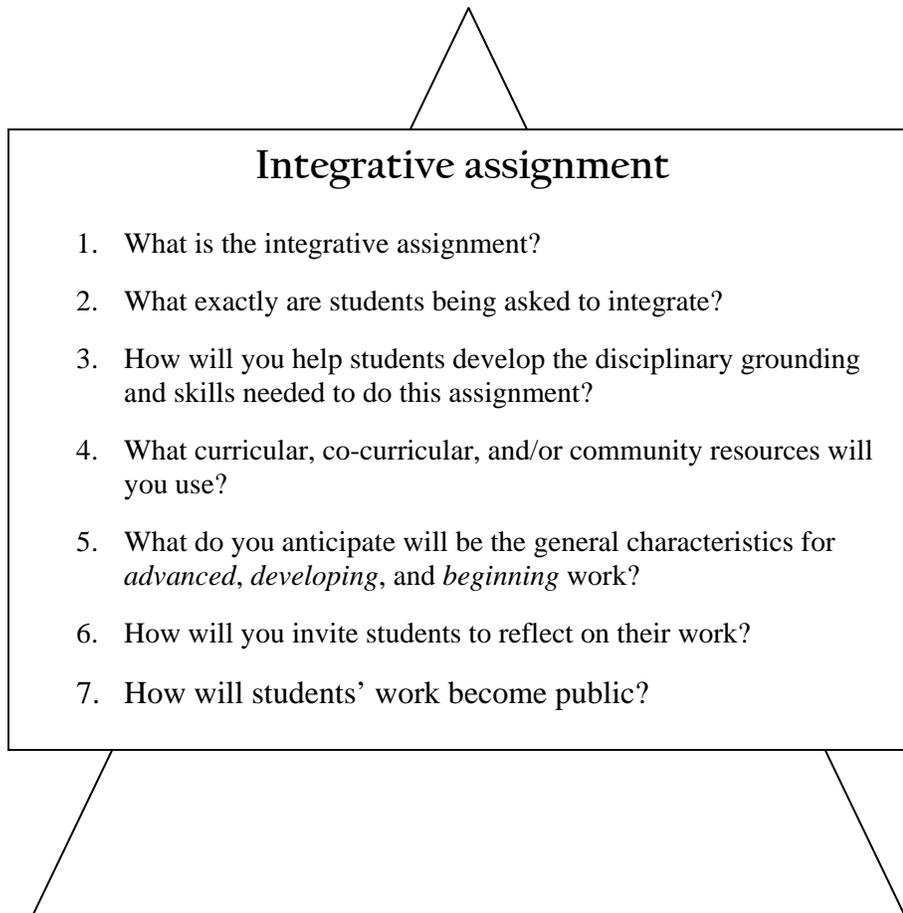


# Designing Purposeful & Integrative Learning

## “Teaching the Contemporary” What is the public issue or question?

*How will students apply what they are learning to actual problems or questions in the world?*



**Disciplinary grounding/areas of expertise:**  
What do you *most* want students to learn from your course, program or discipline?

*“Big ideas”, key practices, and intellectual traits*

**Possibilities for connections:**  
What curricular, co-curricular, and community resources will you use?

*Books, films, community events, local experts, speakers, field trips, etc.*

Name: \_\_\_\_\_ Course/Program: \_\_\_\_\_

Name: \_\_\_\_\_ Course/program: \_\_\_\_\_

Public issue or question:

1. What is the integrative assignment?

2. What exactly are students being asked to integrate? (For example: three dimensional thinking used by sculptors to understand the dynamics of anatomy/physiology; or, an expert perspective from a discipline to understand life experiences.)

3. How will you help students develop the disciplinary grounding and skills needed to do this assignment?

4. What curricular, co-curricular, and/or community resources will you use?

5. What do you anticipate will be the general characteristics for *advanced*, *developing*, and *beginning* work?

6. How will you invite students to reflect on their work?

7. How will students' work become public?