

Westminster College, Fulton, MO

Title of Project

Teaching and Learning of Broad, Integrative Knowledge

Overview

Discussion had already taken place on campus about the desire to focus on how “broad, integrative knowledge” was being taught and learned on campus and how that might be improved, so the decision to focus on this area of the DQP was quite deliberate. We also hoped that the DQP initiative would enrich the teaching and learning processes on our campus, specifically about broad, integrative knowledge, but also about the other learning goals in the DQP. Four specific projects were developed:

1. Survey of Teaching/Learning of Broad, Integrative Knowledge.
2. Tier III and Westminster Seminar Coursework
3. Student Interaction with Board of Trustees Members and *Undergraduate Scholars Forum*
4. Mapping the DQP to Westminster Courses and the Co-Curriculum

Goals

- Examine the degree to which skills detailed by the DQP are already being taught by faculty and staff members and learned by Westminster students
- Develop and refine teaching and learning methods for better learning of “broad, integrative knowledge,” particularly in Tier III courses
- Map the DQP to existing Westminster programs, including majors, and with college learning goals and student development goals
- Find ways to use both formative and summative assessments in productive ways in discussions with students about their learning

People Involved

A wide range of the Westminster community was involved. The HLC Re-Accreditation Committee, composed of faculty, staff, and administrators, led the project. Students, faculty, and staff participated in the surveys; Tier III faculty were involved in the exploration of “broad, integrative, knowledge” at the course level; Students and members of the Board of Trustees participated in the Undergraduate Scholars Forum.

Key Accomplishments or Outcomes

The work with Tier III and Westminster Seminar faculty members was a major success and largely helped us to achieve our goal “to develop and refine teaching and learning methods for better learning of “broad, integrative knowledge.” Faculty members reported that it was extremely useful to discuss their courses with other faculty members and to creatively plan for activities that might promote “broad, integrative, knowledge.”

Most Important Findings

- We found that “broad, integrative knowledge” is clearly being taught and learned at all stages of the Westminster curriculum and co-curriculum
- The project was perhaps most helpful in providing Westminster faculty members opportunities to develop and refine teaching and learning strategies and to use findings to refine programming
- We realized that the development of “broad, integrative knowledge” requires both cognitive maturation and a particular commitment by teachers to articulate the broad, integrative nature

Westminster College, Fulton, MO

of teaching and learning and to encourage reflection (metacognition) of how students are acquiring these skills

- We discovered that the AAC&U rubric for integrated learning to be potentially quite useful for assessment purposes