Integration: Synthesize and apply theoretical and practical perspectives from multiple disciplines to develop an understanding of complex issues

*In this rubric, the skills of integration evolve from left to right across the rubric.*

The student demonstrates the ability to:

<table>
<thead>
<tr>
<th></th>
<th>Disciplinarity</th>
<th>Synthesization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>Identify a single discipline's theories and/or methodological approaches</td>
<td>Summarize a single perspectives and/or contributions on a complex issue</td>
</tr>
<tr>
<td><strong>Developing</strong></td>
<td>Compare at least two disciplines' theories and/or methodological approaches</td>
<td>Compare perspectives and/or contributions of a complex issue</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>Combine at least two disciplines' theories and/or methodological approaches</td>
<td>Synthesize perspectives and/or contributions of a complex issue</td>
</tr>
<tr>
<td><strong>No Evidence</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Should the single/multiple be represented across the rubric?
- Can students pull in multiple approaches from one discipline, or should interdisciplinarity be foremost?
- Should application be a thing? Can a rubric be a 2X3?

Questions: does the perspective need to be explicitly named?
Column 1 advanced: Don’t want in this discipline we know this, in this discipline we know that….
Column 3- doesn’t require multiple disciplines to apply the column at all for first
0: No evidence
  0.1: Because the assignment did not clearly ask for a demonstration
  0.2: Because the student did not engage this aspect, although asked to

using their own voice/limited use of jargon

Multidisciplinarity is part of integration, integration is part of idea development— hence
Apply Disc comes before Idea Development
Summary to Comparison to Synthesis

Is important to recognize the difference

Beginning Students synthesize and apply theoretical and practical perspectives from multiple disciplines but show little understanding of a complex issue.

Developed Students synthesize and apply theoretical and practical perspectives from multiple disciplines to develop understanding of a complex issue.

Advanced: Students synthesize and apply theoretical and practical perspectives from multiple disciplines and demonstrate a deep understanding of a complex issue.

How concrete vs how abstract is the connection between disciplines
Moving towards a synthesis by creating a new idea through combination of other components
Students should move from: Summary to Comparison to Synthesis
Abstract vs Concrete
Use multiple disciplines vs develop an understanding vs theoretical/abstract
Moving beyond definitions and into the abstract
Using both practical and theoretical applications
- making connections, whereas making comparisons- IDea development?

Measuring synthesis of the idea- how well do you understand a/the complex issue
Here’s the multidisciplinary toolbox- did they just apply/use the tools or did they realize the complexity of the idea

Use understandings from different individual disciplines and how it applies to a bigger problem; generate more complex questions, ideas, and solutions by utilizing ideas from multiple disciplines; there should be multi-pronged ideas/solutions

Do they understand a complex idea vs can they develop a complex idea (synthesis)
Using multidisciplines = perspectives from outside disciplines
Can it be different sub-fields of a discipline? (vs multiple disciplines)- agreed that is can be subfields