



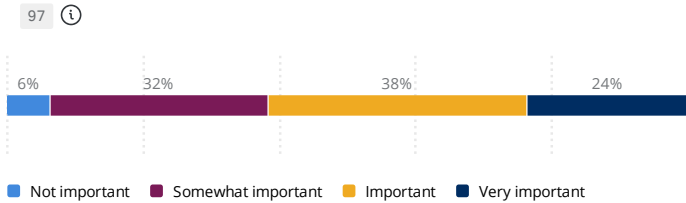
Higher-Order Learning, Reflective & Integrative Learning

This page displays feature findings for how important reflective and integrative learning is to faculty that the typical students do (#25) and how much higher-order learning they emphasize (#29b-e) in their selected course section.

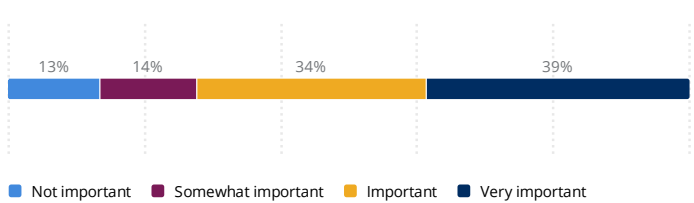
In your selected course section, how important is it to you that the typical student do the following?

Response options: Very important, Important, Somewhat important, Not important

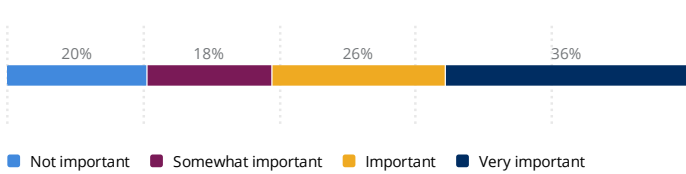
Combine ideas from different courses when completing assignments 97 ⓘ



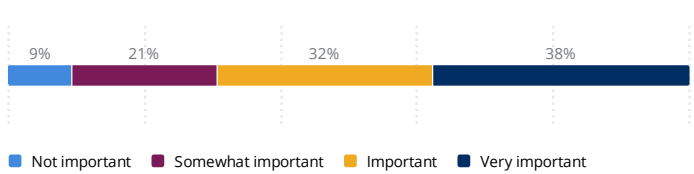
Connect their learning to societal problems or issues 98 ⓘ



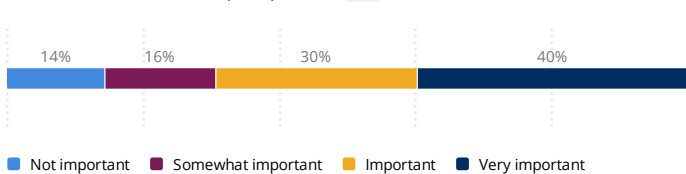
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments 98 ⓘ



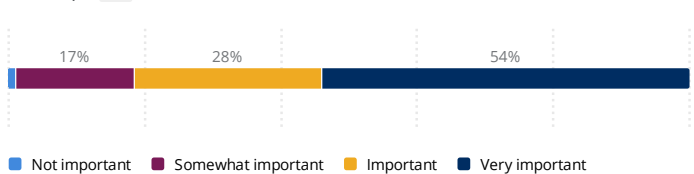
Examine the strengths and weaknesses of their own views on a topic or issue 98 ⓘ



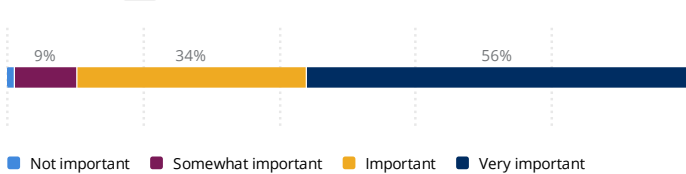
Try to better understand someone else's views by imagining how an issue looks from their perspective 98 ⓘ



Learn something that changes the way they understand an issue or concept 98 ⓘ



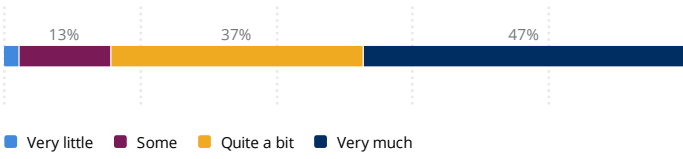
Connect ideas from your course to their prior experiences and knowledge 98 ⓘ



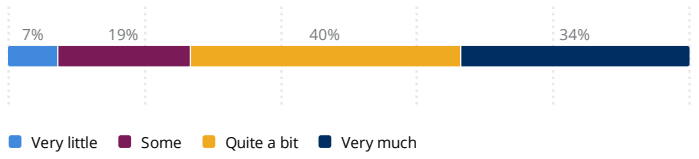
In your selected course section, how much does the coursework emphasize the following?

Response options: Very much, Quite a bit, Some, Very little

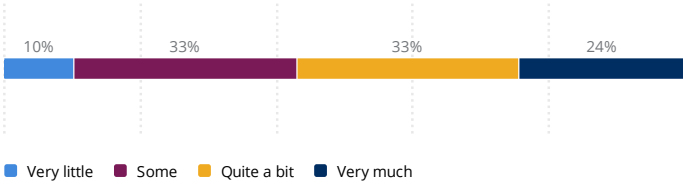
Applying facts, theories, or methods to practical problems or new situations 97 ⓘ



Analyzing an idea, experience, or line of reasoning in depth by examining its parts 98 ⓘ



Evaluating a point of view, decision, or information source 98 ⓘ



Forming a new idea or understanding from various pieces of information 98 ⓘ

