

Literature Review

# Application of the Model of Integrated Learning to Colleges: A Review

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**Abstract:** Integrated schooling in colleges involves the integration of various elements to provide a comprehensive learning experience for students. The Model of Integrated Learning has gained attention in recent years as a framework for reimagining the structure and delivery of education in colleges. This literature review aims to review the application of the Model Integrated Learning in diverse college settings and to identify the key factors contributing to its successful implementation. We will start by conducting a comprehensive search of relevant academic databases, such as ERIC, ProQuest, and Scopus. It has been discovered that the Model Integrated Learning is a useful framework for encouraging interdisciplinary learning, improving student engagement, and developing critical thinking abilities. The evaluation also emphasizes how crucial institutional commitment, curriculum design, and faculty support are to the effective implementation of the Model Integrated Learning. The resources offered provide insightful information about how the Model of Integrated Learning is really used in college settings. The integration of diverse educational practices, technologies, and methodologies holds significant promise for fostering enhanced student learning outcomes, promoting sustainability, nurturing innovation, and preparing students for the evolving demands of the future.

**Keywords:** Model Integrated Learning; colleges; educational practices; technologies; student outcomes

## 1. Introduction

Integrating instructional technology into colleges and universities has become increasingly important in higher education. The use of instructional technology in higher education has gained importance over the years. Integrating instructional technology into colleges and universities has become increasingly crucial in higher education, with the use of instructional technology gaining significance over the years. This integration involves leveraging various technological tools and platforms to enhance teaching and learning experiences for students (Guppy et al., 2022).

Integrated schooling in colleges involves the integration of various elements to provide a comprehensive learning experience for students. This model aims to create a seamless learning environment that enhances educational outcomes (Bryan et al., 2021). School counselors play a crucial role in shaping college opportunity structures and college-going culture by providing guidance on college preparation, financial aid assistance, and college information sessions (Bryan et al., 2021). Integrated schooling in colleges aims to provide a comprehensive educational experience for students by combining academic, social, and industry integration (Holland, 2020).

Advances in big data, cloud computing, and data mining technologies are improving the ability to collect and analyze information, leading to an evolution in the management and evaluation of educational processes in colleges toward digitalization and informatization (Si & Wu, 2022; Loya, 2021). Colleges and universities can make data-driven decisions, increase operational effectiveness, and improve the general standard of education delivery by incorporating these technologies (Si & Wu, 2022; Loya, 2021).

Reimagining instructional practices, encouraging student engagement, and guaranteeing the successful integration of technology into teaching and learning environments are

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becoming increasingly important as higher education institutions navigate the challenges presented by the pandemic and the changing educational landscape (Herron & Wolfe, 2021). Colleges and universities can adjust to changing times by embracing creative techniques and utilizing the possibilities of instructional technology.

Academic integration is a key component, involving factors such as academic preparation, study skills, interest in classes, self-efficacy, and commitment to educational goals (Motl et al., 2018). The integration of industry and education is also emphasized as a strategy to enhance talent training and improve local undergraduate institutions (Jiang & Chen, 2018; Jiang et al., 2018). Research supports the idea that students who attend integrated schools are more likely to transition into integrated colleges, workplaces, and neighborhoods (Holland, 2020).

The integration of technology, such as artificial intelligence, into college education is viewed as a way to enhance traditional teaching methods and improve student engagement (Han, 2019). By leveraging computer technology and artificial intelligence, colleges can reform their English teaching methods to make learning more interactive and tailored to individual student needs. College readiness programs are essential in integrated schooling in colleges, focusing on developing students' content knowledge, academic skills, non-cognitive skills, and college knowledge to ensure they are well-prepared for higher education (Reed et al., 2022).

These programs help colleges better support students in transitioning from high school to college. Partnerships between schools and colleges are crucial for promoting integrated schooling, bridging the gap between high school and college education and providing students with a seamless transition and support system (Hailegnaw et al., 2022). By collaborating, schools and colleges can create a cohesive educational experience that benefits students and enhances their learning outcomes. In conclusion, integrated schooling in colleges encompasses a multidimensional approach that combines counseling support, technology integration, college readiness programs, and collaborative partnerships. Embracing this model of education enables colleges to create a dynamic learning environment that prepares students for success in higher education and beyond.

Several publications offer insightful information on how to specifically examine the effects and efficacy of integrated schooling in colleges on student outcomes like academic achievement, college retention rates, and employment success. The impact of educational pathways on social mobility is examined by Bertrand et al. (2019), who show that altering one's educational path can have a variety of effects on one's incomes, criminal involvement, and college attendance. This study clarifies how changing educational frameworks can impact indicators of long-term performance. In their investigation of the effects of early college options on English language learners, Johnson & Mercado-Garcia (2022) highlight the major influence that these programs have on the high school and college results of students from low-income and minority backgrounds. The potential advantages of integrated schooling programs for a range of student populations are highlighted in this reference.

Edmunds et al. (2020) examine the impact of combining high school and college through the Early College model on postsecondary performance and completion. By utilizing a lottery-based experimental design, this study provides valuable insights into the long-term outcomes of integrated schooling programs on students' academic achievements. Mokher (2021) discusses the effectiveness of college readiness reforms, with a focus on Early College High Schools demonstrating consistently positive impacts on student success. This reference underscores the importance of specific models, such as Early College initiatives, in enhancing student outcomes in higher education. Cherney et al. (2020) addresses the challenges faced by colleges serving first-generation and low-income students, highlighting the impact of Early College High School/Dual Enrollment programs on retention and graduation rates. This study offers insightful information about the possible advantages of integrated education for underprivileged student groups. In summary, researchers can obtain a thorough understanding of the effects of integrated education in colleges on student outcomes by combining the information from these references. When taken as a whole, these research add to our understanding of how well integrated schooling approaches work to improve diverse student populations' academic performance, college retention rates, and employment success.

There is a gap in the literature regarding the specific impact and effectiveness of applying the Model of Integrated Learning to colleges. The literature suggests the need for more research on the effectiveness of integrated schooling models in college settings and their impact on student outcomes.

The aim of this systematic literature review is to examine and synthesize existing research

on the application of the Model of Integrated Learning in colleges, with a focus on understanding its impact on student outcomes such as academic achievement, retention rates, and employment success.

## 2. Materials and Methods

To conduct this systematic literature review on the application of the Model of Integrated Learning to colleges, we will follow a methodical approach. We will start by conducting a comprehensive search of relevant academic databases, such as ERIC, ProQuest, and Scopus. We will begin by conducting a comprehensive search of relevant academic databases, such as PubMed, Scopus, and ERIC, using appropriate keywords and search terms. A comprehensive search of relevant academic databases will be conducted, such as ERIC, ProQuest, and Scopus.

The following search terms were used to find article locations originating from ERIC: Model integrated learning. There were 4331 papers published between 2015 until 2024. A set of inclusion and exclusion criteria, such as publication data from 2020 to the present, are used to filter search results and 2.195 papers were found 423 papers that are publications of journals, books, theses, generic and subsequent reports that were subsequently screened and found 90 articles came from the journal. Article search was limited to publications in English. Out of the 90 articles found from the journal publications, 50 were considered relevant based on their abstracts and were included in the systematic literature review to provide a comprehensive analysis of the impact of the Model of Integrated Learning in college settings.

We will also include filters for publication date to ensure that we capture the most recent studies on the topic. Once we have identified the relevant studies, we will screen the titles and abstracts to determine their eligibility for inclusion in the review. Once we have identified the relevant studies, we will screen the titles and abstracts to determine their eligibility for inclusion in the review. Based on the inclusion criteria (article included Model Integrated Learning), we will select studies that focus on the application of the Model of Integrated Learning in colleges, specifically examining how it promotes interdisciplinary education, enhances student learning outcomes, and addresses emerging challenges in educational settings. We will also consider studies that discuss the integration of diverse educational practices, technologies, and methodologies in colleges.

## 3. Theory of Model Integrated Learning on the adoption and diffusion

With the usage of instructional technology growing in importance over time, integrating it into colleges and universities has become more and more crucial in higher education. Given that educational technology in higher education is unlikely to return to its pre-COVID-19 normal, the pandemic has brought attention to the necessity for a systematic approach to incorporating technology into educational practices (Guppy et al., 2022). In order to improve learning outcomes and engagement, this shift has made it necessary to investigate technologies like the Internet of Things (IoT), virtual reality (VR), and artificial intelligence (AI) in a variety of educational contexts, including music teaching and physical education in college (Zhao et al., 2022; Gao et al., 2023).

Moreover, as big data, cloud computing, and data mining technologies advance and improve information collection and processing capabilities, management and evaluation of educational processes in colleges are shifting toward digitalization and informatization (Si & Wu, 2022; Loya, 2021). Colleges and universities can improve operational efficiency, make data-driven decisions, and raise the standard of instruction overall by incorporating these technologies (Si & Wu, 2022; Loya, 2021). Reimagining instructional practices, encouraging student engagement, and guaranteeing the successful integration of technology into teaching and learning environments are becoming increasingly important as higher education institutions navigate the challenges presented by the pandemic and the changing educational landscape (Herron & Wolfe, 2021).

Researchers can obtain a comprehensive understanding of the acceptance and spread of innovations, particularly in the context of education, entrepreneurship, and sustainable development, by integrating the findings from these references. The literature provides a solid foundation for future study and policy development in this field by offering insightful viewpoints on theoretical frameworks, useful tactics, and difficulties related to innovation uptake.

“Theoretical Frameworks for Adoption”: Several references discuss the application of theoretical models such as the Diffusion of Innovation Theory (DoI), Technology Acceptance Model (TAM), and Theory of Planned Behavior in predicting and understanding innovation adoption (Abosedo, 2020; Wijesinghe et al., 2022; Wang, 2022; Qu et al., 2022).

“Theoretical Innovation in Education”: The literature highlights the importance of innovation and entrepreneurship education in colleges and universities. Integrating innovation and entrepreneurship into educational curricula can enhance students’ skills and prepare them for the demands of the modern workforce (Liu et al., 2021; Qu, 2021; Rii et al., 2022; Wang & Yu, 2019). “Collaborative Approaches”: Collaborative networks and partnerships between educational institutions, industry, and government are essential for promoting innovation and entrepreneurship in higher education. Building strong relationships and cooperation can facilitate the diffusion of innovative practices (Zhen et al., 2021; Xu, 2023; Rii et al., 2022).

#### **4. Application of the Model of Integrated Learning in Colleges: Impact on Student Outcomes**

The application of the model of integrated learning in colleges has a significant impact on student outcomes across various disciplines. For example, (Solanki et al., 2019) conducted a study on the Enhanced Academic Success Experience (EASE) program, a STEM learning community intervention, which highlighted the importance of social integration and sense of belonging in enhancing students’ academic success (Solanki et al., 2019). Similarly, Yang et al. (2022) emphasized the significance of performance expectancy, intrinsic motivation, and satisfaction in impacting beginners’ continuance intention in blended learning, showcasing how motivational factors influence student outcomes (Yang et al., 2022). Macarthur et al. (2023) integrated writing strategies with self-regulation strategies to empower students to take control of their learning, demonstrating the positive impact of self-regulated strategy instruction on student outcomes (MacArthur et al., 2023). Additionally, Bai et al. (2022) explored the impact of college experiences on student learning outcomes, emphasizing the role of social interactions, personal efforts, and the college environment in shaping individual student learning and cognitive development (Bai et al., 2022). These studies collectively underscore the importance of integrated learning models in colleges in fostering student success, enhancing motivation, and improving academic outcomes across diverse educational contexts.

The implementation of integrated learning models in colleges has been shown to have a significant impact on student outcomes. (Luo et al., 2021) conducted a review on the use of virtual reality (VR) in K-12 and higher education, highlighting the evolving trends in VR literature and the contextual factors influencing its adoption in education (Luo et al., 2021). Incorporating VR technology into educational practices can lead to increased student engagement, enhanced learning experiences, and greater creativity. Moreover, Korkmaz & Toraman (2020) examined educators’ perceptions of online learning during the COVID-19 pandemic, emphasizing the importance of preparedness for online education and its implications for future educational approaches (Korkmaz & Toraman, 2020). This research underscores the necessity of adapting to changing educational landscapes and utilizing technology to improve student learning outcomes. Additionally, Chakraborty (2023) explored the significance of digital quality in US online higher education, stressing the need for a comprehensive conceptual framework to guide educational practices and ensure quality in online learning environments (Chakraborty, 2023). By integrating digital quality standards into educational approaches, colleges can enhance the efficacy of online education and positively influence student outcomes. These studies collectively highlight the transformative potential of integrated learning models in colleges, emphasizing the importance of technology integration, readiness for online education, and quality assurance in shaping positive student outcomes and enriching the overall educational experience.

#### **5. The Implications for Practice and Future Research**

The implications for practice and future research in the realm of integrated learning in colleges are significant and varied, as supported by several studies. For example, the study on the impact of self-efficacy on online learning outcomes of STEM college students emphasizes the role of self-belief in academic success, suggesting that interventions targeting self-efficacy could enhance student performance (Huang et al., 2022). These findings underscore the

necessity for innovative approaches to enrich student learning experiences. Future research could explore the enduring effects of such interventions and how they can be customized for various educational contexts and student demographics. Additionally, the studies on the application of the PBL model with Exe Learning media on student motivation and learning outcomes demonstrate the potential of digital tools in creating engaging learning experiences tailored to students' requirements in the digital age (Mulyati et al., 2022). This indicates a shift towards more interactive and personalized learning methods that accommodate diverse learning styles and preferences. Moving forward, research in this area could concentrate on optimizing the utilization of digital resources to maximize student engagement and learning outcomes. Overall, these studies collectively emphasize the necessity for continuous innovation, technology integration, and personalized approaches in education to enhance student outcomes and cultivate a dynamic and effective learning environment in colleges.

The limitations of this review are related to the fact that the selected references are specific to certain disciplines or contexts, such as higher education and undergraduate research.

## 6. Conclusions

In conclusion, the integration of diverse educational practices, technologies, and methodologies holds significant promise for fostering enhanced student learning outcomes, promoting sustainability, nurturing innovation, and preparing students for the evolving demands of the future. As higher education institutions embrace the model of integrated learning, they have the potential to cultivate a harmonious, balanced, and sustainable development that encompasses the interactions between individuals, the environment, and society.

According to the results of this literature review, implementing the Model of Integrated Learning in higher education institutions can enhance student learning outcomes, promote interdisciplinary education, and effectively prepare students for obstacles in the classroom down the road. It has been discovered that integrating the Model of Integrated Learning into college curricula fosters interdisciplinary education, improves student learning outcomes, and successfully tackles new issues in learning environments. Overall, institutions have seen encouraging outcomes from the Model of Integrated Learning's integration of many teaching approaches, technologies, and practices. All things considered, interdisciplinary education, enhanced student learning outcomes, and successful preparedness for upcoming problems in educational settings have been found to be enhanced by the incorporation of the Model of Integrated Learning in institutions.

Promising benefits have been observed in the promotion of interdisciplinary education, improvement of student learning outcomes, and effective handling of new difficulties in educational settings as a result of the Model of Integrated Learning's incorporation into universities. According to the findings, colleges may benefit from integrating the Model of Integrated Learning in terms of interdisciplinary education, enhanced student learning outcomes, and efficient readiness for obstacles in the future in the classroom. To better understand the long-term consequences of integrating the Model of Integrated Learning in higher education and how it affects student achievement and career preparedness in a cutthroat market, more research is required.

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