PROCEDURES FOR ASSESSING DIFFERENT KINDS OF SIGNIFICANT LEARNING: Some Possibilities

Taxonomy of Six Kinds of SIGNIFICANT LEARNING:

- Learning How to Learn:
  - Becoming a better student
  - Inquiring about a subject
  - Self-directing learners

- Foundational Knowledge
  - Understanding and remembering:
    - Information
    - Ideas

- Application
  - Skills
  - Thinking
    - Critical, creative & practical thinking
    - Managing projects

- Integration
  - Connecting:
    - Ideas
    - Learning experiences
    - Realms of life

- Caring
  - Developing new
    - Feelings
    - Interests
    - Values

- Human Dimensions
  - Learning about:
    - Oneself
    - Others

**LEARNING HOW TO LEARN:**
- This learning is focused on preparing students to continue learning about a particular topic or subject after the course is over and even after they finish college.

**Possible Assessment Procedures:**
- Learning Assignments: Assign students to learn something new on their own; In an essay, they describe what they did to learn (how they learned) and what they learned.
- Personal reflections. Usually gathered after a learning activity or whole course, these can be generated in writing, class discussions, online exchanges, learning portfolios, or even in SGIDs (Small Group Instructional Diagnosis).
  - Learning portfolios
  - Performance in problem-based learning
### VALUING:

- In this kind of learning, you are trying to either get students to care about something new or in a new way, or to learn how to reflect on their existing values – as a result of their experiences in your course.

- Personal reflections
- Standardized questionnaires, for example, about interests, attitudes, or values
- Learning portfolios

### HUMAN DIMENSION:

- This has two aspects: the Personal Dimension (Self) and Social Dimension (Others)

#### Personal Dimension: Information about this dimension can be elicited in two basic ways:

- Personal reflections
- Standardized questionnaires, on factors such as self-confidence, can be done before and after an activity to measure any change.

#### Social Dimension: Information about this dimension can be collected in multiple ways:

- Information can be collected:
  - from students themselves,
  - from others, e.g., from other students on a team project.
- Learning portfolios can address both aspects of human dimension learning

### INTEGRATION:

- This refers to learning in which students understand the connections or interactions between two or more ideas, learning experiences, or realms of life.

- For example, this might mean having students identify the interactions or relationships between “X” and “Y”. Then assess the clarity and extent of what they have integrated.

- This can be done via such activities as:

- Reflective writing
- Incomplete but progressive cases
- Concept maps
- Some portions of Problem-Based Learning apply here
- Interdisciplinary cases (Using authentic problems if possible)
- Capstone projects
- Work on real life examples
**APPLICATION:**

<table>
<thead>
<tr>
<th>• Here, you want to know whether students can <em>do</em> whatever you want them to learn to do. Then you assess what they do, with clear criteria and standards. The assessment can be done via such things as:</th>
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<tbody>
<tr>
<td>• Simulations</td>
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<td>• Demonstrations</td>
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<td>• Team projects</td>
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<td>• Case studies</td>
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<td>• Explication activities (for example, in literature)</td>
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<td>• Writing</td>
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<td>• Some Classroom Assessment Techniques (CATs)</td>
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**FOUNDATIONAL KNOWLEDGE:**

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<th>• Here, you just want to determine if students “understand and remember” important concepts, terminology, principles, etc.</th>
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<td>• Traditional kinds of paper/pencil tests</td>
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<td>• Drill and oral questions</td>
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