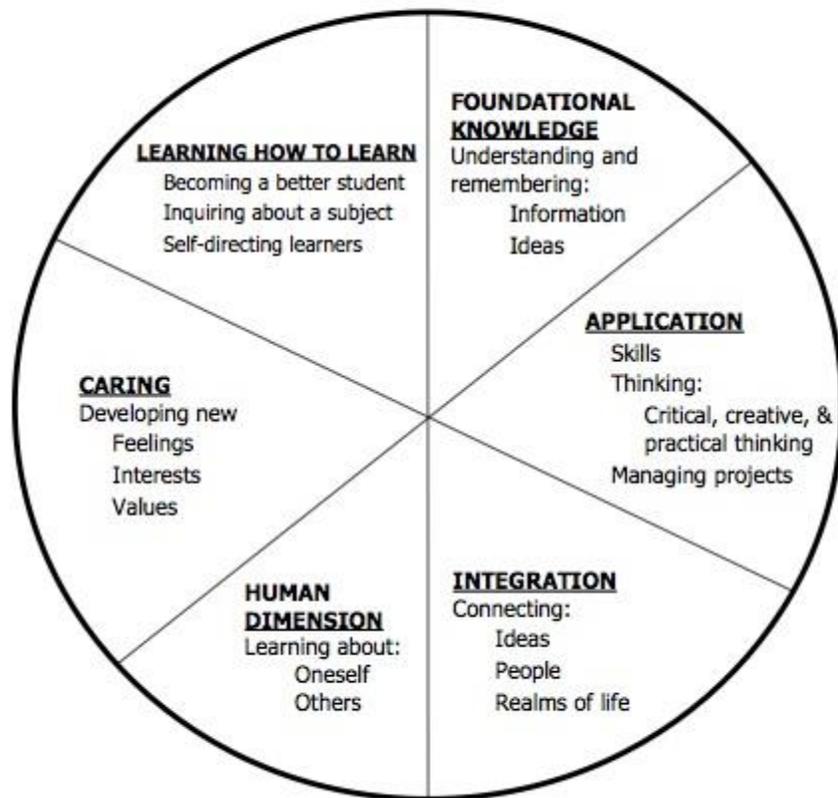


## A TAXONOMY OF SIGNIFICANT LEARNING



See p.9 of "A Self-Directed Guide to Designing Courses for Significant Learning," L. Dee Fink, PhD, Director, Instructional Development Program, University of Oklahoma

<http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf>

## Learning Objectives should be...

- Student-centered (e.g., “By the end of this course, students should be able to \_\_\_\_”)
- Actionable (e.g., “apply”, “describe”, “identify”, etc. so you can observe it)
- Measurable (e.g., what would students do differently if they achieved the objective?)

Focus on the knowledge, skill, and attitudes that are truly of greatest value to the students. There are many ways in which to compose these statements, but the following principles should be applied:

- Write explicit, clear, unambiguous learning outcome statements that can be assessed. You may wish to include the assessment method for each objective in parentheses, so students make a clear connection between objectives and how you will measure progress towards meeting them
- Use action verbs and write the statement in terms of what students will learn, be able to do and value as a result of this class (from Fink, 2003):
  1. *Foundational Knowledge: Key information/ideas*: remember, understand, identify;
  2. *Application: Critical/creative/practical thinking*: use, critique, manage, solve, assess, judge, do [skill], imagine, analyze, calculate, create, coordinate, make decisions about....;
  3. *Integration: Connection in course, personal/social/work life*: connect, identify the interaction between..., relate, compare, integrate, identify the similarities between...;
  4. *Human Dimension: Learning about themselves and interacting with others*: come to see themselves as..., interact with others regarding..., understand others in terms of..., decide to become...;
  5. *Caring: Feelings, interests, values*, get excited about..., be ready to..., be more interested in..., value...;
  6. *Learning how to Learn: Inquiry and construct knowledge*: read and study effectively..., set a learning agenda, identify sources of information on..., be able to construct knowledge about..., frame useful questions, create a learning plan...

Adapted from: [https://www.utep.edu/faculty.../Teaching.../syllabus\\_checklist.doc](https://www.utep.edu/faculty.../Teaching.../syllabus_checklist.doc) and <https://www.cmu.edu/teaching/design/teach/syllabus/newcourse/learningobjectives.html>

## Learner Centered Syllabus Rubric: Learning Goals and Objectives

Component	Strength of Evidence (check one)			Your Comments & Suggestions
	Strong	Moderate	Weak	
Learning goals encompass the full range of Fink's dimensions of significant learning.				
Course level learning objectives are clearly articulated and use specific action verbs.				
Learning objectives are appropriately pitched (for course level and discipline).				

Adapted from: <https://cte.virginia.edu/sites/cte.virginia.edu/files/Syllabus-Rubric-Guide-2-13-17.pdf>