PROCEDURES FOR ASSESSING DIFFERENT KINDS OF
SIGNIFICANT LEARNING: Some Possibilities

Taxonomy of Six Kinds of SIGNIFICANT LEARNING:

<table>
<thead>
<tr>
<th>LEARNING HOW TO LEARN:</th>
<th>Possible Assessment Procedures:</th>
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<tbody>
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<td>• 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.</td>
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<td>• Performance in problem-based learning</td>
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Learning How to Learn
• Becoming a better student
• Inquiring about a subject
• Self-directing learners

Caring
Developing new
• Feelings
• Interests
• Values

Human Dimensions
Learning about:
• Oneself
• Others

Foundational Knowledge
Understanding and remembering:
• Information
• Ideas

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

Integration
Connecting:
• Ideas
• Course experiences
• Realms of life
### VALUING:

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<td>• Personal reflections</td>
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<td>• Standardized questionnaires, for example, about interests, attitudes, or values</td>
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<td>• Learning portfolios</td>
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- 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.

### HUMAN DIMENSION:

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

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- **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:

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<th>Possible Assessment Procedures:</th>
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<tr>
<td>• Reflective writing</td>
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<td>• Incomplete but progressive cases</td>
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<tr>
<td>• Concept maps</td>
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<tr>
<td>• Some portions of Problem-Based Learning apply here</td>
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<td>• Interdisciplinary cases (Using authentic problems if possible)</td>
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<tr>
<td>• Capstone projects</td>
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<td>• Work on real life examples</td>
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- 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:
### APPLICATION:
- Here, you want to know whether students can *do* 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:
  - Simulations
  - Demonstrations
  - Team projects
  - Case studies
  - Explication activities (for example, in literature)
  - Writing
  - Some Classroom Assessment Techniques (CATs)

### FOUNDATIONAL KNOWLEDGE:
- Here, you just want to determine if students “understand and remember” important concepts, terminology, principles, etc.
  - Traditional kinds of paper/pencil tests (e.g., multiple choice, essay)
  - Drill and oral questions
  - Some Classroom Assessment Techniques (CATs)