PROCEDURES FOR ASSESSING DIFFERENT KINDS OF SIGNIFICANT LEARNING: Some Possibilities

Taxonomy of Six Kinds of SIGNIFICANT LEARNING:

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:**

- 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
  - Drill and oral questions
  - Some Classroom Assessment Techniques (CATs)