Fink’s Taxonomy of Learning & Learning Assessment Techniques

CLAUDIA VELA, ED.D
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Objectives

As a result of successful completion of the workshop, you will be able to:

• identify Fink’s (2013) taxonomy of significant learning
• apply backward design to course alignment
• use Fink’s taxonomy to align learning objectives, activities and assessments
• incorporate several Learning Assessment Techniques (LATs) across Fink’s taxonomy of learning
• identify at least one appropriate Learning Assessment Technique to use (LAT) in Spring 2018
Focus activity

Take 1-minute to reflect
What are your hopes and dreams for your students a year or five years after they have taken your course?

Take 1-minute to share with your partner.
3 FEATURES OF A HIGH QUALITY LEARNING EXPERIENCE

During Course/College:

1. Students are: ENGAGED

2. Student effort results in: SIGNIFICANT & LASTING LEARNING

End of course

After College:

3. The learning: ADDS VALUE

Dee Fink, 2012
Fink’s Taxonomy of Significant Learning

Foundational Knowledge (identify, describe)
Application (apply, demonstrate, practice)
Integration (combine, compare, evaluate)
Human Dimension (reflect, relate)
Caring (reflect, appraise, collaborate)
Learning how to Learn (reflect, collaborate, write)

http://www.nea.org/home/34960.htm
The Interactive Nature of Significant Learning

https://www.youtube.com/watch?v=zjD9CnPkBps
Focus Activity

Using the Taxonomy of Significant Learning, experiment writing two learning outcomes for your course:

Example: Foundational Knowledge
By the end of this session, students will be able to describe Fink’s taxonomy of significant learning.
Question:
What are some common problems you encounter in your teaching?
THREE COMMON PROBLEMS:

Lack of Interest: “Students are bored with my class and lose interest quickly.”

Poor Preparation: “Students don’t do the assigned readings before class.”

Poor Retention of Learning: “Students do well on the test, but on the next test or in the next course, they seem to forget everything they learned earlier.”
Student’s Motivation

Best Practices

Establish **Value**

Show relevance of generalizable to future professional lives

Build Positive **Expectancies**

Ensure alignment of course goals, objectives, assessments and instructional strategies

Addressing **Value and Expectancies**

Give students an opportunity to reflect
Learning Assessment and Alignment

What is course alignment?

Realign as needed
Using Fink’s Taxonomy to Align your Course

**Foundational Knowledge** (understanding and remembering the information, ideas, and perspectives that form the basis for other kinds of learning in the subject).

Learning objective: Participants will recall what they know about assessment.

<table>
<thead>
<tr>
<th>Learning Dimension/Learning Goal</th>
<th>Assessment</th>
<th>Teaching-Learning Activity</th>
<th>Resources People/things...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Knowledge (Recall)</td>
<td>LAT 2 Background Knowledge Probe</td>
<td>Collaborative work. Students answer questions and discuss in class</td>
<td>Power Point questionnaire</td>
</tr>
</tbody>
</table>

* Verb helps us select the most appropriate learning assessment
Focus Activity

Background Knowledge Probe: This learning assessment technique (LAT) will help students activate prior knowledge to interpret and assign meaning to new information.

- 1. Assessment instruments provide a better gauge of student learning than course grades.
- 2. Students learn from formative assessment and the feedback that comes from it.
- 3. Student assessment reduces the quality of education
- 4. I use more student assessment techniques than I did five years ago.
- 5. Assessments are always used for grading purposes.

https://www.youtube.com/watch?v=rJxFjB_B4#t=12
Resource

Learning Assessment Techniques
by Barkley & Major (2016)
Why use LATs?

Provides just-in-time feedback
Provides information about student learning
Provides students with opportunities to monitor their learning
Helps students feel less anonymous in large classes
Helps students understand that learning is an ongoing process (Dylan Williams)
LATs

Foundational Knowledge (understanding and remembering the information, ideas, and perspectives that form the basis for other kinds of learning in the subject).

<table>
<thead>
<tr>
<th></th>
<th>Face-to-Face</th>
<th>Online</th>
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<th>Large Classes</th>
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<tbody>
<tr>
<td>Background Knowledge Probe</td>
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<tr>
<td>Guided Reading Notes</td>
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<tr>
<td>Team tests</td>
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<tr>
<td>Entry and Exit Ticket</td>
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Learning Assessment Activity 9: Team Tests

**Learning Goals:** foundational knowledge

**Description:** Students work in teams to prepare for instructor-created exams and then take the exams first individually and next as a group.

**Purpose:** forces students to focus and recall information
LATs

**Application** (Applying knowledge to real situations through creative and critical thinking, problem solving so that foundational knowledge becomes useful).

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<tbody>
<tr>
<td>Insights-Resources-Applications (IRAs)</td>
<td>Insights-Resources-Applications (IRAs)</td>
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<tr>
<td>Consider this</td>
<td>Consider this</td>
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<tr>
<td>Fact or opinion</td>
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<td>Fact or Opinion</td>
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Learning Assessment Technique 4: Fact or Opinion

Learning Goals: application (critical thinking, reading)

Description: students read a text to identify authors’ facts or opinions

Purpose: fosters critical thinking and active learning

<table>
<thead>
<tr>
<th>Fact or Opinion</th>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Active learning is the most effective teaching approach to foster critical thinking skills</td>
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<tr>
<td>2. Active learning increases student engagement when compared to traditionally lecture-only classrooms</td>
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<td>3. The teaching and learning literature lacks a coherent body of research that test active learning approaches in postsecondary education</td>
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Learning Assessment Activity 5: Insights-Resource-Application

Learning Goals: analytical skills, creative thinking, critical thinking, research skills (Application)

Description: students complete a writing assignment based on assigned readings

Purpose: provides students with an opportunity to reflect on what they learned and apply what they learn to previous or current experiences

- Insights: provide one sentence that represent new insights about today’s topic
  “What new insights did you gain about today’s topic?”
- Resource: provide one additional source that has similar thoughts, ideas, or themes
  “What is one additional source that has similar thoughts, ideas, or themes?”
- Application: how is what you learned today related to your current or past experiences?
**LATs**

**Integration** (Making connections between ideas, learning experiences, and different realms of life. Everything is put into context and learning is more powerful).

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<tr>
<td>Concept maps</td>
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<td>Case study</td>
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Learning Assessment Activity 6: Case Study

**Learning Goals:** connect and synthesize to think holistically about a topic

**Description:**
- Tells a **real** story about an important issue related to course content
- Includes historical information about the case and a dilemma faced by a key character
- Encourages students to identify a problem as well as take and support a solution
- Encourages students to integrate information and resolve an issue (Davis, 1993)
LATs

**Human Dimension** (Learning about the personal and social implications of what learners are learning).

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<tr>
<td>Digital Story</td>
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<tr>
<td>Ethical Dilemma</td>
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<tr>
<td>Free Discussion</td>
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</table>

**Learning goals:** Learning how to learn

**Purpose:** determine if students are able to reflect on what they learn and apply what they learned to develop a plan

**Description:** Students reflect and write responses to the following questions. A total of 5 sentences will be sufficient if they address each question.

- **What?** (1) What happened in today’s session?
- **So What?** (2) What did you learn today? (3) What connections can you make between what you learned today and previous learning experiences?
- **Now What?** (4) How can you apply what you learned? (5) What would you like to learn more about and how will you learn more about this or a similar topic?
Exit Ticket
Learning Goal: Foundational Knowledge

Write a brief response to the following question on the index card:

How do you plan to apply what you learned today?
Upcoming Workshop

Analyzing and Reporting What Students Have Learned
March (TBD)
References and Helpful Resources


