

Fink's Taxonomy of Learning & Learning Assessment Techniques

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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

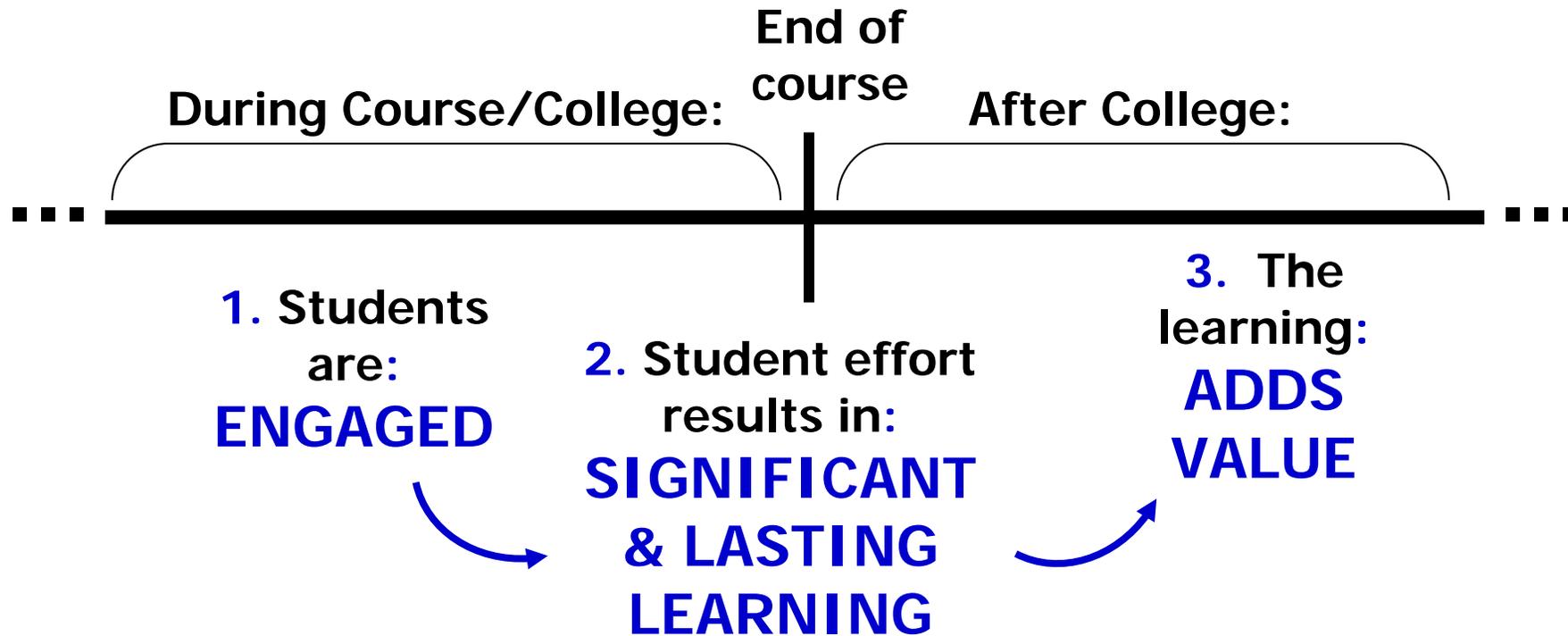


Take 1-minute to reflect

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



Fink's Taxonomy of Significant Learning

Foundational Knowledge (identify, describe)

Application (apply, demonstrate, practice)

Integration (combine, compare, evaluate)

Human Dimension (reflect, relate)

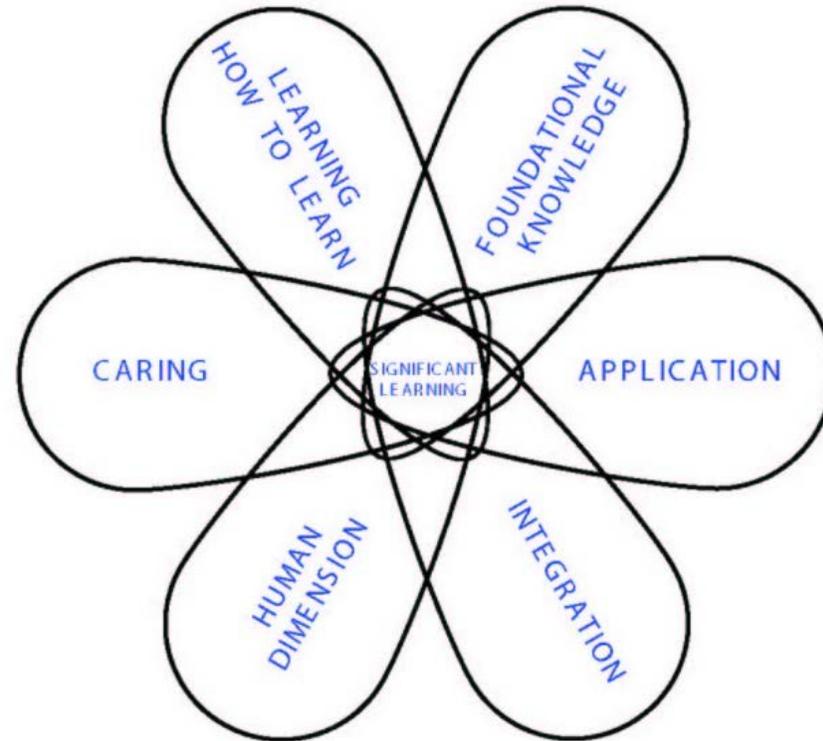
Caring (reflect, appraise, collaborate)

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.

Finks 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**

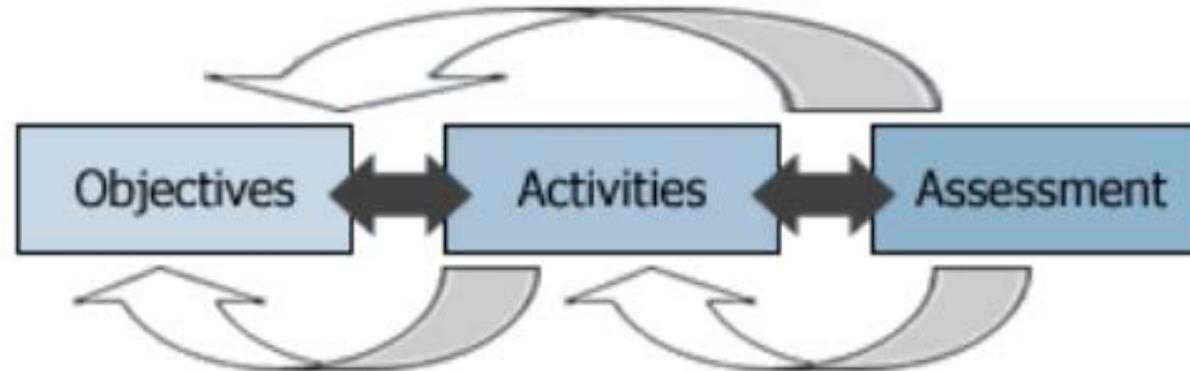
Give students an opportunity to reflect

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.

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

* Verb helps us select the most appropriate learning assessment

Focus Activity



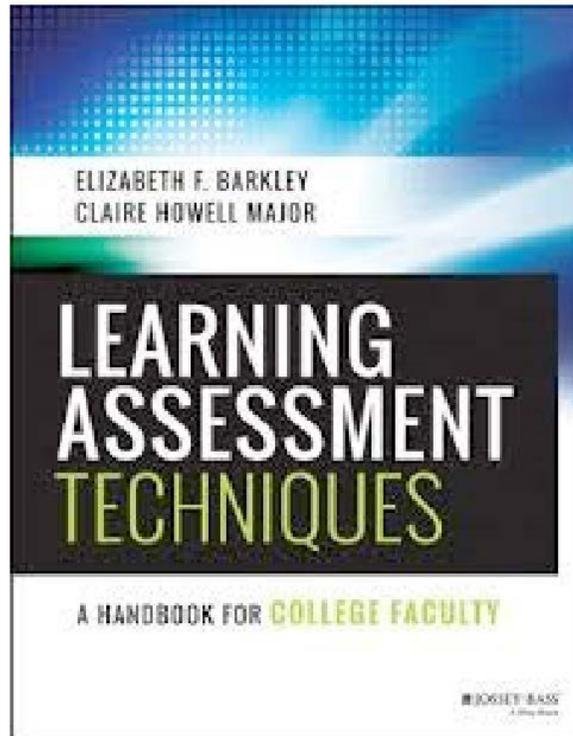
Background Knowledge Probe: This learning assessment technique (LAT) will help students activate prior knowledge to interpret and assign meaning to new information.

- 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=rJxFXjfB_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)

Students must Learn to Monitor and Adjust Learning Approaches



LATs

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

Face-to-Face	Online	Flipped	Large Classes
Background Knowledge Probe	Background Knowledge Probe	Background Knowledge Probe	Background Knowledge Probe
Guided Reading Notes	Guided Reading Notes	Guided Reading Notes	Guided Reading Notes
Team tests	Team Tests	Team tests	Team tests
Entry and Exit Ticket		Entry and Exit Ticket	Entry and Exit Ticket

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).

Face-to-Face	Online	Flipped	Large Classes
Insights-Resources-Applications (IRAs)	Insights-Resources-Applications (IRAs)		
Consider this	Consider this		
Fact or opinion		Fact or Opinion	

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

‡ **Fact or Opinion**

	Fact	Opinion
1. Active learning is the most effective teaching approach to foster critical thinking skills		
2. Active learning increases student engagement when compared to traditionally lecture-only classrooms		
3. The teaching and learning literature lacks a coherent body of research that test active learning approaches in postsecondary education		

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).

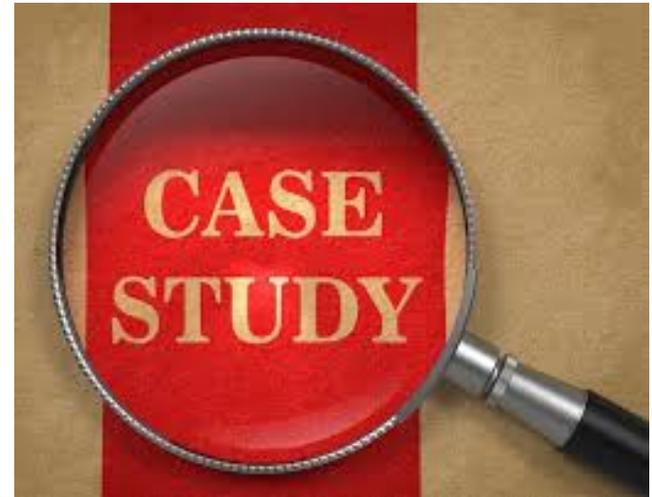
Face-to-Face	Online	Flipped	Large Classes
Concept maps	Concept maps	Concept maps	Concept maps
Case study	Case Study	Case Study	Case Study
Contemporary Issues Journal	Contemporary Issues Journal	Contemporary Issues Journal	Contemporary Issues Journal

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).

Face-to-Face	Online	Flipped	Large Classes
Digital Story	Digital Story	Digital Story	Digital Story
Ethical Dilemma	Ethical Dilemma	Ethical Dilemma	Ethical Dilemma
Free Discussion		Free Discussion	Free Discussion

Learning Assessment Technique 48: What? So What? Now What? Journal

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?

Focus Activity



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

Barkley, E. F., & Major, C. H. (2016). *Learning assessment techniques: A handbook for college faculty*. San Francisco, CA: John Wiley & Sons, Inc.

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