EXHIBIT 3.3. QUESTIONS FOR FORMULATING SIGNIFICANT LEARNING GOALS.

What impact do I want this course experience to have on students, that will still be there a year or more after the course is over?

FOUNDATIONAL KNOWLEDGE
- What key *information* (facts, terms, formula, concepts, relationships. . . .) is important for students to *understand and remember* in the future?
- What key *ideas* or perspectives are important for students to understand in this course?

APPLICATION
- What kinds of *thinking* are important for students to learn here:
    - *Critical thinking,* in which students analyze and evaluate?
    - *Creative thinking,* in which students imagine and create?
    - *Practical thinking,* in which students solve problems and make decisions?
- What important *skills* do students need to learn?
- What *complex projects* do students need to learn how to manage?

INTEGRATION
- What *connections* (similarities and interactions) should students recognize and make. . .
    - Among ideas *within* this course?
    - Between the information, ideas, and perspectives in this course and those in other courses or areas?
    - Between material in this course and the students' own personal, social, and work life?

HUMAN DIMENSION
- What can or should students learn about *themselves*?
- What can or should students learn about understanding and interacting with *others*?

CARING
- What changes would you like to see, in what students *care* about, that is, any changes in their. . .
    - Feelings?
    - Interests?
    - Values?

LEARNING HOW TO LEARN
- What would you like for students to learn about. . .
    - *How to be a good student* in a course like this?
    - *How to engage in inquiry and construct knowledge* with this subject matter?
    - *How to become a self-directing learner* relative to this subject? That is, have a *learning agenda* of what else they need and want to learn and a *plan* for learning it.

Source: Fink, L. Dee. *Creating significant learning experiences: An integrated approach to designing college courses*. John Wiley & Sons, 2004.