CREATING SIGNIFICANT LEARNING EXPERIENCES
FINK’S TAXONOMY OF SIGNIFICANT LEARNING EXPERIENCES
THINGS TO CONSIDER

- Context of the Course
- Expectations of External Group
- Nature of the Subject
- Characteristics of the Students
- Your Characteristics
- Special Challenges
WHAT MIGHT IT LOOK LIKE?

- Foundational Knowledge
  - Test that asks for students to explain reasoning in addition to their answer

- Application
  - Assignment that asks them to:
    - Manage a task
    - Engage in critical thinking (e.g., analyze a current event in light of the things we’ve learned)

- Integration
  - Making connections between material in the course, or elements of the program curriculum.

- Human Dimension
  - How are one’s conclusions similar to, or different from, others? How have your ideas on a subject changed?

- Caring
  - How has your ideas about the subject changed? How do you envision being in the subject matter field? How does the material relate to your life?

- Learning How to Learn
  - What did you do to prepare for the exam? How did it work? What different things might you try? How did you address the task?
- Provide feedback to students.
- Consider providing opportunities for them to correct their work based on your feedback.