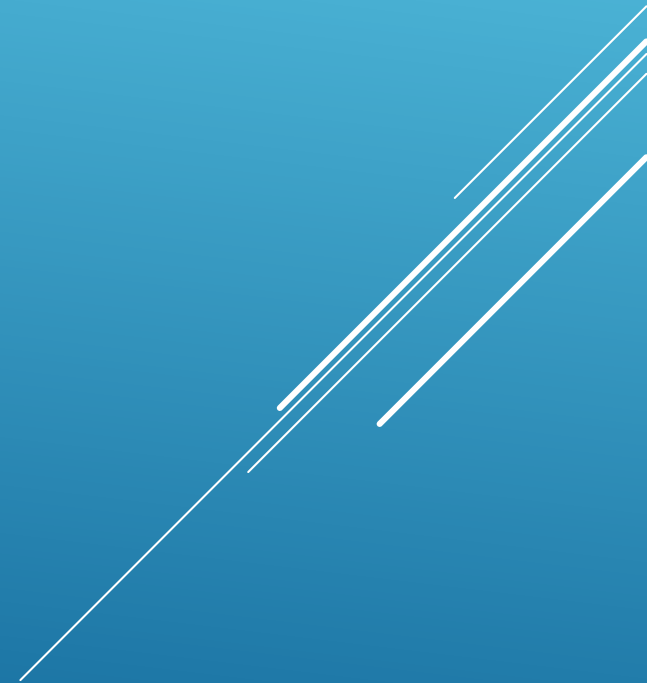
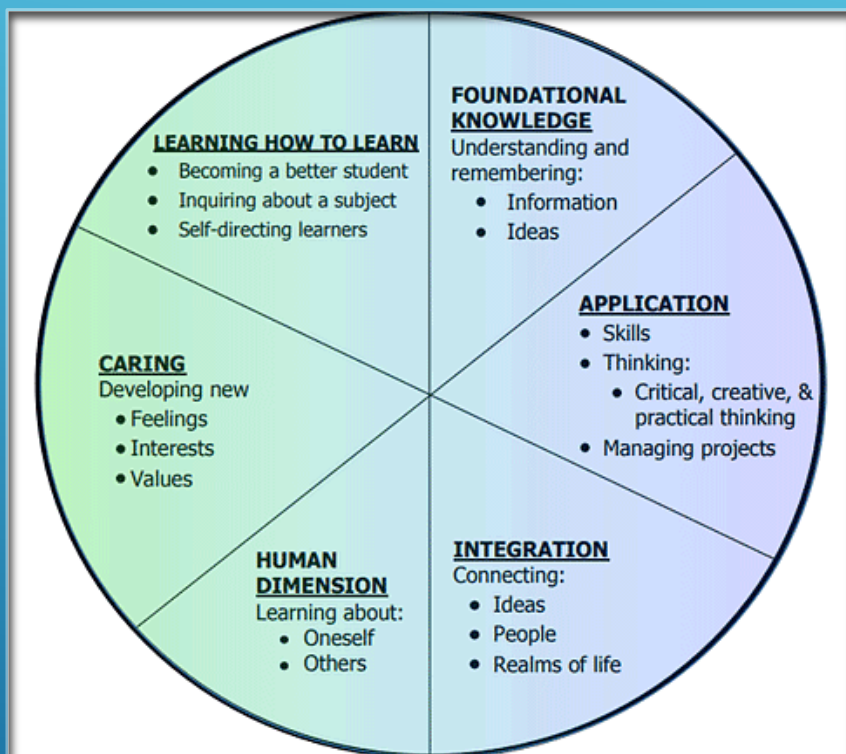


CREATING SIGNIFICANT LEARNING EXPERIENCES



FINK'S TAXONOMY OF SIGNIFICANT LEARNING EXPERIENCES



- ▶ Context of the Course
- ▶ Expectations of External Group
- ▶ Nature of the Subject
- ▶ Characteristics of the Students
- ▶ Your Characteristics
- ▶ Special Challenges

THINGS TO CONSIDER

A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

- ▶ 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?

WHAT MIGHT IT LOOK LIKE?

- ▶ Provide feedback to students.
- ▶ Consider providing opportunities for them to correct their work based on your feedback.

COMPLETE THE CIRCLE

