CONTENTS

Preface xi
Acknowledgments xvii
The Authors xix
Introduction: Conceptual Framework 1
  How Can We Best Teach to Promote Learning? 1
  What Is a Learning Assessment Technique (LAT)? 4
  How Do LATs Support the Kind of Teaching that Promotes Significant Learning? 5
  Conclusion 10

Part One: The Learning Assessment Techniques Cycle 11

1 Clarifying What You Want Students to Learn 13
  Defining Learning 13
  Aiming for Significant Learning 14
  Using the Learning Goals Inventory (LGI) to Identify Significant Learning Goals 14
  Expressing What You Want Students to Learn in Language that Is Helpful for Assessment 14
  Identifying Course-Level Learning Goals 14
  Considering the Challenges Related to Course Learning Objectives and Outcomes 17
  Determining Course-Level Learning Objectives 18
  Identifying Course-Level Student Learning Outcomes (SLOs) 20
  Differentiating Between Learning Objectives and Learning Outcomes 20
Crafting a Course Learning Outcome Statement 21
Determining Performance Standards for Individuals and the Class as a Whole 21
Is All the Work Required Worth the Effort? 22

2 Determining Your Purpose for Assessing Student Learning 24
Defining Assessment 24
How Learning Assessment Is Different from Grading 25
Types of Learning Assessment 25
Assessing Students to Determine for Ourselves How Well Students Are Learning 26
Assessing to Give Learners Feedback on Their Progress 27
Assessing Learning to Improve Our Profession through the Scholarship of Teaching and Learning (SoTL) 27
Assessing to Provide Information to Institutional and External Stakeholders on How Well Students Are Learning 27
Crafting the Assessment Question 28

3 Selecting a Learning Assessment Technique 30
Using the Learning Goals Inventory (LGI) 30
Considering Instructional Context When Choosing a LAT 30
Key Instructional Elements to Consider 35
Considering Clustering Multiple LATs Together 35

4 Implementing a Learning Assessment Technique 43
Creating Assessment Rubrics 43
Creating Student Self-Evaluation Forms 45
Creating Peer Evaluation Forms 45
Introducing the Activity 46
Providing Students with Information They Need About the Learning Assessment 46
Facilitating the Learning Assessment 47
Concluding the Activity 48
Timing the Phases 49
Collecting the Learning Artifacts 50
Managing the Learning Artifacts 50

5 Analyzing and Reporting What Students Have Learned 52
Identifying Whose Learning You Are Gauging 52
Considering Independent and Collaborative Data Analysis 53
Scoring Individual Learning Artifacts 53
Scoring Group Artifacts 53
Determining the Method of Data Analysis 54
Using Quantitative Data Analysis 54
9 Teaching and Assessing for the Integration Domain 202

Clarifying Learning Goals Related to the Integration Domain 202
Identifying Learning Outcomes for Integration Learning 203
Aligning Course Level Integrative Learning Outcomes with Broader Institutional Learning Goals 204
Assessing Achievement of Learning in the Integration Domain 204
Conclusion 204

Integration Domain LATs 208
21 Knowledge Grid 208
22 Sequence Chains 214
23 Concept Maps 218
24 Contemporary Issues Journal 225
25 Dyadic Essay 230
26 Synthesis Paper 237
27 Case Study 243
28 Class Book 248
29 E-Portfolios 255

10 Teaching and Assessing for the Human Dimension Domain 261

Clarifying Learning Goals Related to the Human Dimension Domain 261
Identifying Learning Outcomes for Human Dimension Learning 262
Aligning Course Level Human Dimension Learning Outcomes with Institutional Learning Goals 262
Assessing Achievement of Learning Regarding the Human Dimension Domain 263
Conclusion 264

Human Dimension Domain LATs 271
30 Free Discussion 271
31 Nominations 277
32 Editorial Review 282
33 Dramatic Dialogues 287
34 Role Play 292
35 Ethical Dilemma 298
36 Digital Story 303
## Contents

### 11 Teaching and Assessing for the Caring Domain
- Clarifying Learning Goals Related to the Caring Domain: 312
- Identifying Learning Outcomes for the Caring Domain: 313
- Aligning Learning Outcomes Related to Caring with Institutional Learning Goals: 314
- Assessing Achievement of Learning Outcomes in the Caring Domain: 315
- Conclusion: 315
- Caring Domain LATs: 319
  - 37 Stand Where You Stand: 319
  - 38 Three-Minute Message: 324
  - 39 Issue Awareness Ad: 330
  - 40 Proclamations: 334
  - 41 Editorial: 340
  - 42 Debate: 346
  - 43 Briefing Paper: 353

### 12 Teaching and Assessing for the Learning How to Learn Domain
- Clarifying Learning Goals Related to the Learning How to Learn Domain: 358
- Identifying Learning Outcomes for the Learning How to Learn Domain: 358
- Aligning Learning Outcomes Related to Learning How to Learn with Institutional Learning Goals: 359
- Assessing Achievement of Learning Outcomes in the Learning How to Learn Domain: 359
- Conclusion: 361
- Learning How to Learn Domain LATs: 364
  - 44 Study Outlines: 364
  - 45 Student Generated Rubrics: 370
  - 46 Invent the Quiz: 376
  - 47 Learning Goal Listing: 382
  - 49 Multiple-Task Mastery Checklist: 393
  - 50 Personal Learning Environment: 399

### Bibliography
- 405

### Appendices
- 417

#### Appendix A About the Learning Goals Inventory (LGI)
- 419

#### Appendix B The Learning Goals Inventory with Scoring Sheet
- 425

#### Appendix C Key to Classroom Environment and Discipline in LAT Examples
- 433

### Index
- 439