INDEX

A
AAC&U. See Association of American College and Universities
ABET. See Accreditation Board for Engineering and Technology
Academy certification, 1–2
Accreditation Board for Engineering and Technology (ABET), 28
Accrediting agencies, 28
Accuracy scoring, 53
Achievement assessment, 17, 27; in application learning domain, 136–137; in caring dimension of learning, 315; in foundational knowledge domain, 75–76; in human dimension of learning domain, 263–264; in integration learning domain, 204; in Learning How to Learn domain, 359–360
Action verbs, correlated to Fink’s Significant Learning Taxonomy, 19
Active learning, 3, 7–8
Activity conclusion, in LAT implementation, 48
Activity introduction, in LAT implementation, 46, 47
Actual outcome, 20
Advanced Pathophysiology and Patient Management LAT online example, 189–190, 433
Algebra I LAT onsite example, 390–391, 436
Analysis: Braun and Clarke on thematic, 56; key word, 55–56; in response phase, of LAT Cycle, 9, 52–66, 69; rubrics for LAT, 37. See also Data analysis; Qualitative data analysis; Quantitative data analysis
Anderson, L. W., 5, 7
Anderson, W. J., 14, 174, 420
Angelo, T. A., 14, 174, 420
Application learning, 7, 38–39, 134–139, 420; achievement of outcomes, 136–137; action verbs, 19; course-level outcomes aligned with institutional goals, 75; Fink questions for, 136; goals clarification, 134; outcomes identification, 136; skills goals, 134–136; skills learning outcomes assessment, 138; skills procedures, 137; thinking learning outcomes, 138, 139
Application learning Consider This, 32, 39, 169–173, 433; analysis and reporting, 171; complexity rating, 169; description, 169; examples, 171–173; Geography and Globalization onsite example, 171–172, 433; implementation, 170; key learning goals, 169–170; Music History: 18th Century Classicism online example, 172–173, 433; online use, 32, 171; preparation, 170;
process, 170; purpose, 169; variations and extensions, 173

Application learning Digital Media Projects, 39, 196–201, 433; analysis and reporting, 198; complexity rating, 196; description, 196; examples, 198–200; History of the United States from 1914 to the Present online example, 200, 433; implementation, 197–198; key learning goals, 196–197; online use, 197; preparation, 197; process, 197; purpose, 196; Recording Studio Production Techniques onsite example, 198–199, 433; variations and extensions, 201

Application learning Fact or Opinion, 34, 39, 153–157, 432; analysis and reporting, 154; complexity rating, 153; description, 153; examples, 155–156; for flipped classroom, 34; General Biology onsite example, 155, 432; implementation, 154; key learning goals, 154; online use, 154; preparation, 154; process, 154; purpose and use, 153; Reading Educational Research online example, 155–156, 432; variations and extensions, 157

Application learning IRA, 39, 164–168, 432; analysis and reporting, 166; complexity rating, 164; description, 164; examples, 166–168; implementation, 165; online use, 32, 165; preparation, 165; process, 165; Public Health Nursing onsite example, 166–167, 432; purpose, 164; Survey of International Business online example, 167–168, 432; variations and extensions, 168

Application learning Peer Problem Review, 39, 185–190, 433; Advanced Pathophysiology and Patient Management online example, 189–190, 433; analysis and reporting, 187; for collaborative classrooms, 33; complexity rating, 185; description, 185; examples, 188–190; implementation, 186; key learning goals, 186; online use, 186; preparation, 186; process, 186; purpose, 185; Urban Planning onsite example, 188, 433; variations and extensions, 190

Application learning Prediction Guide, 38, 148–152, 432; analysis and reporting, 149; Business Statistics online example, 151–152, 432; complexity rating, 148; description, 148; examples, 150–152; implementation, 149; Introduction to Physics onsite example, 150–151, 434; key learning goals, 149; for large classes, 36; online use, 149; preparation, 149; purpose, 149; purpose and use, 148; variations and extensions, 152

Application learning Quotation Commentaries, 39, 158–163, 432; analysis and reporting, 160; complexity rating, 158; description, 158; examples, 160–162; implementation, 159; Introduction to Shakespeare onsite example, 160–161, 432; key learning goals, 158–159; online use, 32, 159; preparation, 159; Principles of Advertising online example, 161–162, 432; process, 159; purposes, 158; variations and extensions, 162–163

Application learning TAPPs, 39, 180–184, 433; analysis and reporting, 182–183; for collaborative classroom, 33; complexity rating, 180; description, 180; Elementary Algebra online example, 184, 433; examples, 183–184; implementation, 181–184; key learning goals, 181; online use, 182; preparation, 181–182; process, 182; Programming in BIOPERL onsite example, 183, 433; purpose, 180–181; variations and extensions, 184

Application learning Triple Jump, 39, 191–195, 433; analysis and reporting, 193; complexity rating, 191; description, 191; examples, 193–195; implementation, 192–193; key learning goals, 192; Nursing Care for Older Adults online example, 194–195, 433; online use, 193; preparation, 192; process, 192–193; Psychology: Psychometrics onsite example, 193–194, 433; purpose, 191; variations and extensions, 195

Application learning What’s the Problem, 39, 174–179, 433; analysis and reporting, 176; complexity rating, 174; Critical Reading onsite example, 176–177, 433; description, 174; examples, 176–178; for flipped classroom, 34; implementation, 175; key learning goals, 175; Music Theory and Composition online example, 178, 432; online use, 175; preparation, 175; process, 175; purpose, 174; variations and extensions, 179
Arts Classroom Discipline, for LAT Examples: History of Western Civilization to 800 AD, 93, 431; Introduction to the History of Art II, 259, 434; Issues in Contemporary Art, 245–246, 434; Music Business, 227, 433; Music History: 18th Century Classicism, 172–173, 433; Music of Multicultural America, 212–213, 433; Music Theory and Composition, 178, 432; Recording Studio Production, 198–199, 433
Assessable learning artifact, 8
Assessment. See Learning assessment
Association of American College and Universities (AAC&U), 44, 315; Civic Engagement VALUE Rubric, 316–317; Creative Thinking VALUE Rubric, 135, 138, 144, 145; Critical Thinking VALUE Rubric, 138, 142, 143; Foundations and Skills for Lifelong Learning VALUE Rubric, 361, 362–363; Integrative Learning VALUE Rubric, 205–207; Intercultural Knowledge and Competence VALUE Rubric, 268–270; Practical Thinking VALUE Rubric, 139, 147; Problem Solving VALUE Rubric, 139, 146; Teamwork VALUE Rubric, 265–267; Written Communication VALUE Rubric, 140, 141
Authentic assessment, 26

B
Background Knowledge Probe foundational knowledge LAT, 38, 85–90, 431
Bar or column graph, 58, 59, 60
Barkley, E., 8, 174
Bernard, H. R., 56
Best Summary foundational knowledge LAT, 33, 38, 111–115, 432
Biological and Physical Sciences Classroom Discipline, of LAT Examples: Evolution, Systematics, and Ecology, 97–98, 431; Form and Function in Plants and Animals, 103, 431; General Biology, 155, 432; General Physics, 120, 432; Introduction to Astronomy, 113–114, 432; Introduction to Biology, 434; Introduction to Genetics, 131–132, 432; Introduction to Geoscience, 119–120, 432; Introduction to Organic Chemistry, 275–276, 434; Physics, 222, 432
Blended LAT examples: College and University Teaching, 402–404, 436; Qualitative Research in Sociology, 397–398, 436
Bloom, B., 5, 7
Boxed display, 62
Boyer, Ernest, 3, 27
Braun, V., 56
Briefing Paper caring dimension LAT, 41, 353–357, 435
Broadcast Journalism LAT online example, 280, 434
Business Law I LAT online example, 114–115, 432
Business Marketing Practices LAT online example, 296, 435
Business Statistics LAT online example, 151–152, 432

C
Calculus LAT online example, 94, 431
Caring dimension, of learning, 7, 41, 312–315, 419, 420, 423; action verbs, 19; caring outcomes related to institutional goals, 314–315; caring rubric assessment, 317–318; Civic Engagement VALUE Rubric, of AAC&U, 316–317; goals clarification, 313–314; outcomes achievement, 315; outcomes identification, 314
Caring dimension Briefing Paper, 41, 353–357, 435; analysis and reporting, 355; complexity rating, 353; description, 353; examples, 355–357; implementation, 354; Issues in Education onsite example, 355–356, 435; key learning goals, 354; online use, 354; preparation, 354; process, 354; Public Health online example, 356–357, 435; purpose, 353–354; variations and extensions, 357
Caring dimension Debate, 41, 346–352, 435; analysis and reporting, 349; for collaborative classroom, 33; complexity rating, 346; Contemporary Issues online example, 350–351, 435; description, 346; examples, 349–351; implementation, 347–349; key learning goals, 347; online use, 349; Philosophy of Law onsite example, 349–350,
Carnegie Foundation for the Advancement of Teaching, 27
Carnegie Mellon’s Eberly Center for Teaching Excellence and Educational Innovation, “Teaching Principles,” 3, 4
Case presentation, of assessment results, 65–66
Case Study integration learning LAT, 33, 40, 243–247, 434
Certification, of teaching and academy, 1–2
Chickering, A. W., 3, 4
Choice Boards strategy, 386–387
Civic Engagement VALUE Rubric, of AAC&U, 316–317
Clarke, V., 56
Class Book integration learning LAT, 40, 248–254, 434
Classroom learning experience, assessment for, 26
Cognitive dimension, of LGI, 423; application of knowledge, 419; foundational knowledge, 419; integration of knowledge, 419
Cognitive domain, of learning, 5–6
Collaborative data analysis, 53
Caring dimension Proclamations, 41, 334–339, 435; analysis and reporting, 336; complexity rating, 334; description, 334; examples, 336–338; for flipped classroom, 34; implementation, 335; key learning goals, 334–335; online use, 335; preparation, 335; process, 335; purpose, 334; Race and Ethnic Relations onsite example, 336–337; Urban Poverty online example, 337–338, 435; variations and extensions, 333
Caring dimension Stand Where You Stand, 41, 319–323, 435; analysis and reporting, 320–321; complexity rating, 319; description, 319; Drugs, Crime, and Public Policy online example, 322, 435; examples, 321–322; implementation, 320; Introduction to Sociology onsite example, 321–322, 435; key learning goals, 319–320; for large classes, 36; online use, 320; preparation, 320; process, 320; purpose, 319; variations and extensions, 323
Caring dimension Three-Minute Message, 41, 324–329, 435; analysis and reporting, 327; complexity rating, 324; description, 324; examples, 327–328; History of American Higher Education onsite example, 327, 435; implementation, 325; key learning goals, 325; for large classes, 36; online use, 325; oral presentation rubric, 326; preparation, 325; process, 325; purpose, 324; Social Media online example, 328, 435; variations and extensions, 328–329
Carnegie Foundation for the Advancement of Teaching, 27
Carnegie Mellon’s Eberly Center for Teaching Excellence and Educational Innovation, “Teaching Principles,” 3, 4
Case presentation, of assessment results, 65–66
Case Study integration learning LAT, 33, 40, 243–247, 434
Certification, of teaching and academy, 1–2
Chickering, A. W., 3, 4
Choice Boards strategy, 386–387
Civic Engagement VALUE Rubric, of AAC&U, 316–317
Clarke, V., 56
Class Book integration learning LAT, 40, 248–254, 434
Classroom learning experience, assessment for, 26
Cognitive dimension, of LGI, 423; application of knowledge, 419; foundational knowledge, 419; integration of knowledge, 419
Cognitive domain, of learning, 5–6
Collaborative data analysis, 53
Index

College and University Teaching LAT blended example, 402–404, 436
Complexity ratings, for LAT, 37
Comprehensive Factors List foundational knowledge LAT, 38, 101–104, 431, 432
Computers and Technology Classroom Discipline, of LAT Example: Instructional Technology, 333, 435; Programming in BIOPERL, 183, 433
Concept Maps integration learning LAT, 32, 39–40, 218–224, 433
Consider This application learning LAT, 32, 39, 169–173, 433
Contemporary Issues Journal integration learning LAT, 36, 40, 225–229, 433, 434
Contemporary Issues LAT online example, 350–351, 435
Contemporary Mathematics LAT online example, 108–109, 432
Course-level learning: goals identification, 14–17; objectives and outcomes challenges, 17–18; objectives determination, 18–20; outcome statement, 21; SLOs identification, 20
Course-level learning objectives and outcomes, in application learning and, 138
Creative Thinking VALUE Rubric, of AAC&U, 135, 138, 144, 145
Criteria elements, of rubric, 44, 53
Criterion/rubric scoring, 53
Critical Reading LAT onsite example, 176–177, 433
Critical thinking, 135, 137, 138; as skills goal, in application learning, 135, 137, 138; thinking learning outcomes, in application learning and, 138
Critical Thinking VALUE Rubric, of AAC&U, 138, 142, 143
Cross, K. P., 14, 174, 420
Cross-case comparisons, in qualitative data analysis, 57

D
Data analysis: collaborative, 53; displaying data and finding, 57–65; independent, 53; interpretation of results, 65; method determination, 54; writing assessment results, 65–66. See also Qualitative data analysis; Quantitative data analysis
Davis, B. H., 123
Debate caring dimension LAT, 33, 41, 346–352, 435
DEC. See Dyadic Essay Confrontations
Descriptive statistics, 54
Digital Media Projects application learning LAT, 39, 196–201, 433
Digital Story human dimension LAT, 32, 41, 303–311, 435
Disciplinary knowledge, 1–2
Divergence, 138
Divergence test, 138
Do Students Care About Learning (Scherer), 312
Dramatic Dialogues human dimension LAT, 40, 287–291, 434
Drugs, Crime, and Public Policy LAT online example, 322, 435
Dyadic Essay Confrontations (DEC), 33, 235
Dyadic Essay integration learning LAT, 33, 40, 230–236, 433
Index

E
Editorial caring dimension LAT, 32, 41, 340–345, 435
Editorial Column Writing (Journalism) LAT onsite example, 343–344
Editorial Review human dimension LAT, 40, 282–286, 434
Educational environments: collaborative classrooms, 31, 33; flipped classroom, 31, 33, 34; large classes, 35, 36; online classes, 31, 32; traditional classroom, 31
Educational Leadership, 312
Educational Resource Information Center (ERIC), on teaching and learning research, 3
Educative assessment, Wiggins on, 25
Effective learning activities implementation, of LAT, 4; active and engaged learning, 3, 7–8
Elementary Algebra LAT online example, 184, 433
Embedded assessment, 26
Engaged learning, 3, 7–8
English and Languages Classroom Discipline, of LAT Examples: African American Literature, 434; Critical Reading, 176–177, 433; English Composition, 240–242, 434; English: Composition, Critical Reading and Thinking, 251–252, 434; English Composition and Reading, 132–133, 432; English for Second Language Learners: Composition and Reading, 82, 431; English Literature, 434; English Poetry of the Romantic Period, 126–127, 432; Introduction to Ethics, 239–240, 434; Introduction to Shakespeare, 160–161, 432; Masterpieces of Western Literature and Philosophy, 366–368, 436; Multicultural Literature, 385, 436; Oral Communication Skills (ESL), 295–296, 435; Role Play, 33, 41, 292–297, 435; Romantic Poets, 210–211, 433
English: Composition, Critical Reading and Thinking LAT onsite example, 251–252, 434
English Composition and Reading LAT online example, 132–133, 432
English Composition LAT online example, 240–242, 434
English for Second Language Learners LAT online example, 82, 431
English Poetry of the Romantic Period LAT online example, 126–127, 432
Entry and Exit Tickets foundational knowledge LAT, 36, 38, 91–95, 431
E-Portfolios integration learning LAT, 40, 255–260, 434
ERIC. See Educational Resource Information Center
Ethical Dilemma human dimension LAT, 34, 41, 298–302, 435
Evaluation rubrics, 47, 53, 54, 331
Evolution, Systematics, and Ecology LAT onsite example, 97–98, 431
External stakeholders: learning assessment for information for, 27–28; objectives and outcomes for satisfaction of, 18, 20
Externally mandated learning goals, 15–16
F
Fact or Opinion application learning LAT, 34, 39, 153–157, 432
Fiedler, E. F., 420
Fink, L. D.: application learning questions, 136; on Learning How to Learn, 42, 358–361, 419. See also Significant Learning Taxonomy
First Day Final foundational knowledge LAT, 21, 32, 38, 78–84, 431
Flavell, J. H., 358
Flipped classroom, 31, 33; Application learning Fact or Opinion for, 34, 39, 153–157, 432; Application learning What’s the Problem? for, 34, 39, 174–179, 433; Caring dimension Proclamations for, 34, 41, 334–339, 435; Foundational Knowledge Guided Reading Notes for, 34, 38, 96–100, 431; Foundational Knowledge Team Tests for, 34, 38, 122–127, 432; Human dimension Ethical Dilemma for, 34, 41, 298–302, 435; Integration learning Sequence Chains for, 34, 39, 214–217, 433; Learning How to Learn Invent the Quiz for, 34, 42, 376–381, 436; Learning How to Learn Multiple-Task Mastery Checklist for, 34, 42, 393–398, 436; Learning How to Learn Student Generated Rubric for, 34, 42, 370–375, 436; top 10 LAT picks for, 34
Flow chart, 63, 64
Form and Function in Plants and Animals LAT onsite example, 103, 431
Foundational knowledge, 7, 37–38, 73–77, 420, 423; action verbs, 19; course-level outcomes aligned with institutional goals, 75; goals clarification related to, 73; LGI cognitive dimension, 419; outcomes, achievement assessment of, 75–76; outcomes identification for, 74
Foundational knowledge Background Knowledge Probe, 38, 85–90, 431; analysis and reporting, 87; complexity rating, 85; description, 85; examples, 87–90; implementation, 86; Introduction to Statistics onsite example, 87–89, 431; key learning goals, 86; online use, 86; preparation, 86; process, 86; purpose and use, 85; Technology and Higher Education online example, 89–90, 431; variations and extensions, 90
Foundational knowledge Best Summary, 38, 111–115, 432; analysis and reporting, 113; Business Law I online example, 114–115, 432; for collaborative classroom, 33; complexity rating, 111; description, 111; examples, 113–115; implementation, 112; Introduction to Astronomy onsite example, 113–114, 432; key learning goals, 111; online use, 112; preparation, 112; process, 112; purposes, 111; variations and extensions, 115
Foundational knowledge Comprehensive Factors List, 38, 101–104, 431, 432; analysis and reporting, 102–103; complexity rating, 101; description, 101; examples, 103–104; Form and Function in Plants and Animals onsite example, 103, 431; implementation, 102; key learning goals, 101–102; for large classes, 36; online use, 102; preparation, 102; process, 102; purposes, 101; Social Work in Schools online example, 103–104, 432; variations and extensions, 104
Foundational knowledge Entry and Exit Tickets, 38, 91–95, 431; analysis and reporting, 92–93; Calculus online example, 94, 431; complexity rating, 91; description, 91; examples, 93–94; History of Western Civilization to 800 AD onsite example, 93, 431; implementation, 92; key learning goals, 91; for large classes, 36; online use, 92; preparation, 92; process, 92; purposes, 91; variations and extensions, 94–95
Foundational knowledge First Day Final, 21, 38, 78–84, 431; analysis and reporting, 80–83; complexity rating, 78; description of, 78; English for Second Language Learners online example, 82, 431; examples, 81–83; implementation, 79–80; Introduction to Business Information Systems onsite example, 81–82, 421; key learning goals, 79; online use, 32, 80; preparation, 79; process, 80; purpose and use, 78; variations and extensions, 83–84
Foundational knowledge Guided Reading Notes, 38, 96–100, 431; analysis and reporting, 97; complexity rating, 96; description, 96; Evolution, Systematics, and Ecology onsite example, 97–98, 431; examples, 97–99; for flipped classroom, 34; implementation, 97; Introduction to Social Psychology online example, 98–99, 431; key learning goals, 96–97; online use, 97; purposes, 96; variations and extensions, 99–100
Foundational knowledge Quick Write, 38, 105–110, 432; analysis and reporting, 106; complexity rating, 105; Contemporary Mathematics online example, 108–109, 432; description, 105; examples, 106–109; implementation, 106; Introduction to Scientific Methods onsite example, 107–108, 432; key learning goals, 105–106; for large classes, 36; online use, 106; preparation, 106; process, 106; purposes, 105; variations and extensions, 109–110
Foundational knowledge Snap Shots, 38, 116–121, 432; analysis and reporting, 118; complexity rating, 116; description, 116; examples, 119–120; General Physics online example, 120, 432; implementation, 117–118; Introduction to Geoscience onsite example, 119–120, 432; key learning goals, 117; for large classes, 36; online use, 118; preparation, 117–118; process, 118; purpose, 116; variations and extensions, 121
Foundational knowledge Team Games
Tournament, 38, 128–133, 432; analysis and reporting, 131; complexity rating, 128; description, 128; English Composition and Reading online example, 132–133, 432; examples, 131–133; implementation, 129–131; Introduction to Genetics onsite example, 131–132, 432; key learning goals, 129; online use, 131; preparation, 129–130; process, 130–131; purposes, 128–129; variations and extensions, 133

Foundational knowledge Team Tests, 38, 122–127, 432; analysis and reporting, 124; complexity rating, 122; description, 122; English Poetry of the Romantic Period online example, 126–127, 432; examples, 125–127; for flipped classroom, 34; implementation, 123–124; key learning goals, 123; Music Composition and Theory onsite example, 125; online use, 124; preparation, 123; process, 123–124; purpose, 122–123; variations and extensions, 127

Foundations and Skills for Lifelong Learning VALUE Rubric, AAC&U, 361, 362–363

Free Discussion human dimension LAT, 33, 36, 40, 271–276, 434

Frequency, in quantitative data analysis, 54

Frequency table, 59

Frequent repetition of terms, in key word analysis, 56

Freshman Seminar Classroom Discipline, for LAT Example, 300–301, 435

Freshman Seminar (Study Skills/Personal Development) LAT onsite example, 300–301, 435

Fuller, Buckminster, 9

Fundamentals of Physics LAT online example, 368–369, 436

G

Gamble, Z. F., 3

Gardener, R., 5–6

General Biology LAT onsite example, 155, 432

General Physics LAT online example, 120, 432

Geography and Globalization LAT onsite example, 171–172, 433

Gladwell, M.: convergence test, 138; divergence test, 138

Glassick, C., 3, 4

Goals. See Learning goals

Goleman, D., 6, 262

Grading, learning assessment compared to, 25

Group artifacts scoring, 53–54

Guided Reading Notes foundational knowledge LAT, 34, 38, 96–100, 431

H

Health Communication LAT onsite example, 332–333, 435

Hemingway, Ernest, 9

Histogram, 59, 60

History of American Higher Education LAT online example, 252–253, 434

History of American Higher Education LAT onsite example, 327, 435

History of Art from Baroque to Post-Impressionism LAT online example, 285, 434

A History of Philanthropy in the United States LAT online example, 290–291, 434

History of the United States from 1914 to the Present LAT online example, 200, 433

History of Western Civilization to 800 AD LAT onsite example, 93, 431

History of Western Civilization–Ancient through the Middle Ages LAT onsite example, 216, 433

Holmes, Lauren, 424

Hughes, Surman, Stacy, 424

Human dimension learning, 261–270, 419, 420; achievement assessment, 263–264; action verbs, 19; goals clarification, 261–262; key learning goals, 287–288; outcomes identification, 262; self-knowledge, 261

Human dimension learning Digital Story, 32, 41, 303–311, 435; analysis and reporting, 308–309; complexity rating, 303; description, 303; examples, 309–310; implementation, 304–308; Introduction to Higher Education online example, 310, 435; key learning goals, 303–304; online use, 32, 308; preparation, 304–308; process, 308; Public Health onsite example, 309, 435; purpose, 303; variations
and extensions, 311; Video Project Rubric, 305–308

Human dimension learning Dramatic Dialogues, 40, 287–291, 434; analysis and reporting, 288–289; complexity rating, 287; description, 287; examples, 289–291; A History of Philanthropy in the United States online example, 290–291, 434; implementation, 288; online use, 288; preparation, 288; process, 288; The Psychology, Biology, and Politics of Food onsite example, 289–290, 434; purpose, 277; scoring rubric, 278; variations and extensions, 281

Human dimension learning Editorial Review, 40, 282–286, 434; analysis and reporting, 284; complexity rating, 282; description, 282; English Literature onsite example, 284–285; examples, 284–285; History of Art from Baroque to Post-Impressionism online example, 285, 434; implementation, 283; key learning goals, 283; online use, 284; purpose, 282; variations and extensions, 285–286

Human dimension learning Ethical Dilemma, 41, 298–302, 435; analysis and reporting, 299–300; complexity rating, 298; description, 298; examples, 300–302; for flipped classroom, 34; Freshman Seminar (Study Skills/Personal Development) onsite example, 300–301, 435; implementation, 299; key learning goals, 298–299; online use, 299; preparation, 299; purpose, 298; Statistics online example, 301–302, 435; variations and extensions, 302

Human dimension learning Free Discussion, 40, 271–276, 434; analysis and reporting, 274; for collaborative classroom, 33; complexity rating, 271; description, 271; discussion Rubric Self-Evaluation, 272–273; examples, 274–276; implementation, 272–273; key learning goals, 272; for large classes, 36; Leadership Issues in Community Colleges onsite example, 274–275, 434; online use, 273; preparation, 272; process, 273; purpose, 271; variations and extensions, 276

Human dimension learning Nominations, 40, 277–281, 434; analysis and reporting, 279; Broadcast Journalism online example, 280, 434; complexity rating, 277; description, 277; examples, 279–280; implementation, 278; Introduction to Physics onsite example, 279–280, 434; key learning goals, 278; online use, 279; preparation, 278; process, 278; purpose, 277; scoring rubric, 278; variations and extensions, 281

Human dimension learning Role Play, 41, 292–297, 435; analysis and reporting, 294–295; Business Marketing Practices online example, 296, 435; for collaborative classrooms, 33; complexity rating, 292; description, 292; examples, 295–296; implementation, 293–294; key learning goals, 293; online use, 294; Oral Communication Skills I (ESL) onsite example, 295–296, 435; procedure, 293; process, 293–294; purpose, 292; variations and extensions, 296–297

Human Physiology LAT online example, 217, 433

Humanistic dimension, of LGI, 319, 423; caring dimension, 419; human dimension, 419; learning to learn dimension, 419

Humanities Classroom Discipline, for LAT Example: Applied Ethics, 228–229, 434; History of Art from Baroque to Post-Impressionism, 285, 434; A History of Philanthropy in the United States, 290–291, 434; History of the United States from 1914 to the Present, 200, 433; History of Western Civilization: Ancient through the Middle Ages, 216, 433

I

Implementation phase, of LAT Cycle, 30–51; evaluation rubrics for, 47; LAT implementation, 9, 30–51; LAT selection, 9

Independent data analysis, 53

Individual learning artifacts scoring: accuracy scoring, 53; criterion/rubric scoring, 53; narrative scoring, 53

Individual minimum performance standard, 22

Inferential statistics, 55

Informed consent, 47
Insights-Resources-Applications (IRA)
  application learning LAT, 32, 39, 164–168, 432
Institutional assessment efforts, 28
Institutional core competency, to course-level student learning outcome, 16
Institutional goals, course-level learning outcomes aligned with, 75, 136, 204, 262–263, 314–315, 359, 361
Instructional elements, of LAT: activity complexity, 35; purpose for assessing student learning, 35; students access to information, 35; students product, 35
Instructional script, for online class, 49–50
Instructional Technology LAT online example, 333, 435
Instrument: description, in LGI, 419; validation, in LGI, 420–424
Integration learning, 7, 39–40, 202–207, 419, 420, 423; academic work connection with life, 203; achievement assessment of, 204; action verbs, 19; goals clarification, 202–203; interdisciplinary learning, 202; outcomes identification, 203
Integration learning Case Study, 40, 243–247, 434; analysis and reporting, 245; for collaborative classrooms, 33; complexity rating, 243; description, 243; examples, 245–247; implementation, 244; Introduction to Teaching Online online example, 246–247, 434; Issues in Contemporary Art onsite example, 245–246, 434; key learning goals, 243–244; online use, 244; preparation, 244; process, 244; purpose, 243; variations and extensions, 247
Integration learning Class Book, 40, 248–254, 434; analysis and reporting, 250; complexity rating, 248; description, 248; English: Composition, Critical Reading and Thinking onsite example, 251–252, 434; examples, 251–253; History of American Higher Education online example, 252–253, 434; implementation, 249–250; key learning goals, 248; online use, 32, 250; preparation, 249; process, 249–250; purpose, 248; variations and extensions, 253–254
Integration learning Concept Maps, 39–40, 218–224, 433; analysis and reporting, 220–221; Application of Learning Theories to Instruction online example, 223; complexity rating, 218; description, 218; examples, 222–223; implementation, 219–220; key learning goals, 219; online use, 220; Physics onsite example, 222, 432; procedure, 220; process, 220; purpose, 218–219; variations and extensions, 223–224
Integration learning Contemporary Issues Journal, 40, 225–229, 433, 434; analysis and reporting, 226–227; Applied Ethics online example, 228–229, 434; complexity rating, 225; description, 225; examples, 227–229; implementation, 226; key learning goals, 225; for large classes, 36; Music Business onsite example, 227, 433; online use, 226; preparation, 226; process, 226; purpose, 225; variations and extensions, 229
Integration learning Dyadic Essay, 40, 230–236, 433; African American Literature onsite example, 233–234; analysis and reporting, 232; for collaborative classroom, 33; complexity rating, 230; description, 230; examples, 233–235; implementation, 231; key learning goals, 231; online use, 231; preparation, 231; process, 231; purpose, 230; Real Estate Principles online example, 234–235, 434; variations and extensions, 235–236
Integration learning E-Portfolios, 40, 255–260, 434; analysis and reporting, 257; complexity rating, 255; description, 255; examples, 257–259; implementation, 256; Introduction to Biology onsite example, 257–258, 434; Introduction to the History of Art II online example, 259, 434; key learning goals, 256; online use, 257; preparation, 256; process, 256; purpose, 255; variations and extensions, 260
Integration learning Knowledge Grid, 39, 208–213, 433; analysis and reporting, 209–210; complexity rating, 208; description, 208; examples, 210–213; implementation, 209; key learning goals, 209; for large classes, 36; Music of Multicultural America online example, 212–213, 433; online use, 209;
preparation, 209; process, 209; purpose, 208–209; Romantic Poets onsite example, 210–211, 433; variations and extensions, 213
Integration learning Sequence Chains, 39, 214–217, 433; complexity rating, 214; description, 214; examples, 216–217; for flipped classrooms, 34; History of Western Civilization–Ancient through the Middle Ages onsite example, 216, 433; Human Physiology online example, 217, 433; implementation, 215; online use, 215; procedure, 215; process, 215; purpose, 214; related learning goals, 214–215; variations and extensions, 217
Integration learning Synthesis Paper, 40, 237–242, 434; analysis and reporting, 238–239; complexity rating, 237; description, 237; English Composition online example, 240–242, 434; examples, 239–242; implementation, 238; Introduction to Ethics onsite example, 239–240, 434; key learning goals, 237–238; online use, 32, 238; preparation, 238; process, 238; purpose, 237; variations and extensions, 242
Integrative Learning VALUE Rubric, of AAC&U, 205–207
Intelligence: Gardner’s Multiple Intelligences, 5–6; Goleman’s Model of Emotional Intelligence, 6, 262
Intercultural Knowledge and Competence VALUE Rubric, of AAC&U, 268–270
Interdisciplinary learning, 202
Internal Review Board (IRB), 46
International Society for the Scholarship of Teaching and Learning, 27
Introduction to Astronomy LAT onsite example, 113–114, 432
Introduction to Biology LAT onsite example, 257–258, 434
Introduction to Business Information Systems LAT onsite example, 81–82, 421
Introduction to Business Statistics LAT online example, 386, 436
Introduction to Genetics LAT onsite example, 131–132, 432
Introduction to Geoscience LAT onsite example, 119–120, 432
Introduction to Higher Education LAT online example, 310, 435
Introduction to Marketing LAT onsite example, 378–379, 436
Introduction to Organic Chemistry LAT online example, 275–276, 434
Introduction to Physics LAT onsite example, 150–151, 279–280, 434
Introduction to Scientific Methods LAT onsite example, 107–108, 432
Introduction to Shakespeare LAT onsite example, 160–161, 432
Introduction to Sociology LAT onsite example, 321–322, 435
Introduction to Statistics LAT onsite example, 87–89, 431
Introduction to Teaching Online LAT online example, 246–247, 434
Introduction to the History of Art II LAT online example, 259, 434
Intuition and perception processes, in learning, 5
Invent the Quiz learning how to learn LAT, 34, 42, 376–381, 436
IRA. See Insights-Resources-Application
IRB. See Internal Review Board
Issue Awareness Ad caring dimension LAT, 32, 41, 330–333, 435
Issues in Contemporary Art LAT onsite example, 245–246, 434
Issues in Education LAT onsite example, 355–356, 435

J
Johnson, D. W., 48
Johnson, R. T., 48

K
Key word analysis, 55; frequent repetition of terms, 56; keyword density calculators, 56; questions, 56; student response, 56; unusual use of terms, 56; words used in context, 56
Keyword density calculators, 56
Knowledge Grid integration learning LAT, 36, 39, 208–213, 433
Know-Want-Learn (KWL) chart, 100
Krathwohl, D. R., 5, 7
KWL. See Know-Want-Learn

L
Lao-Tzu, 261
Large classes, 35; Application learning
LAT. See Learning Assessment Technique
Leadership Issues in Community Colleges LAT onsite example, 274–275, 434
Learning: cognitive domain of, 5–6; defined, 13; gauging of, 52–53; intuition and perception processes, 5; Ratey on, 6; student engagement in, 8; teaching paired with, 8–9
Learning activities implementation, 5; active and engaged learning promotion, 3, 7–8; effective, 3, 4, 7–8
Learning artifacts: collection of, 50; group scoring, 53–54; management, 50–51; pre-course and post-course finals, 78; rubrics in assessable, 8; scoring individual, 53
Learning assessment, 9; authentic, 26; case presentation of, 65–66; for classroom learning experience, 26; of course level achievement, 21; crafting questions, 28–29; defined, 24; educative, 25; embedded, 26; facilitation, 47–48; for feedback on progress, 27; grading difference from, 25; of individual student achievement, 21; for institutional and external stakeholders information, 27–28; Johnson, Johnson, and Silberman on facilitation of, 48; language, 14, 15; to problem solve teaching, 26; profession improvement through SoTL, 27; reasons for, 26; rubrics creation, 43–44; for status of student knowledge and understanding, 26; for teaching direction change, 26; types of, 25–26
Learning Assessment Technique (LAT), 4–5; assessable learning artifact production, 8; complexity ratings for, 37; learning activities implementation, 4, 5, 7–8; learning goals identification, 4, 5–7; matrix, 66–67; nature of, 4–5; outcomes analysis and reporting, 4, 5, 8–9; significant learning and, 5–10
Learning Assessment Technique, change identification, 65–69; analysis and report findings change, 69; different LAT selection, 68; goals, objectives, outcomes modification, 67–68; implementation aspect alteration, 68–69; purpose adjustment, 68
Learning Assessment Technique Cycle, 9–10; implementation phase, 9, 30–51; planning phase, 9, 13–29; response phase, 9, 52–69
Learning Assessment Technique implementation, 43–51; activity conclusion, 48; activity introduction, 46; altering of, 68–69; assessment rubrics creation, 43–44; learning artifacts collection, 50; learning artifacts management, 50–51; learning assessment facilitation, 47–48; peer evaluation forms creation, 45; providing students information, 46–47; student self-evaluation forms creation, 45–46; timing of phases, 49
Learning Assessment Technique selection, 30–42; application LATs, 7, 38–39, 134–139, 420; caring in LATs, 7, 19, 41, 312–318, 419, 420, 423; clustering multiple LATs, 35–37; foundational knowledge LATs, 7, 19, 37–38, 73–77, 419, 420, 423; human dimension of LATs, 7, 19, 40–41, 261–270, 287–288, 419, 420; instructional context consideration, 30–31; instructional elements for consideration, 35; integration LATs, 7, 39–40, 202–207, 419, 420, 423; learning how to learn dimension LATs, 42, 358–361, 419; using LGI, 30
Learning Assessment Techniques, by name: Background Knowledge Probe, 38, 85–90,
Learning goals, 3; application learning 
clarification of, 134; caring domain 
clarification of, 313–314; clear learning, for 
effective teaching, 3; course-level learning, 
identification of, 14–17; example, 15, 18; 
human dimension learning clarification of, 
261–262; identification, 4, 5–7; integration 
domain clarification of, 202–203; Learning 
How To Learn clarification of, 358–359; LGI 
to identify significant, 14, 15; modification 
of, 67; rating scale, in LGI, 419, 420–423, 
426–428; related to foundational knowledge, 
73; self-assessment, in LGI, 419, 423–424, 
428–429; significant learning identification 
of, 5–7; skill, 134–136

Learning Goals Inventory (LGI), 17, 419–424; 
cognitive dimension of, 419, 423; course 
information for, 419, 422–423; demographic 
information, 421; development of, 420; 
domains, 419; Fink’s taxonomy of significant 
learning and, 419; goals identification, 17; 
humanistic dimension of, 419; to identify 
significant learning goals, 14; instrument 
description, 419; instrument validation, 420– 
424; learning goals rating scale, 419, 420– 
423, 426–428; learning goals self-assessment, 
419, 423–424, 428–429; purpose, 425; 
responder characteristics, 419, 421–422; 
scoring, 425–430; 2015 Qualtrics, LLC 
administration of, 420; use of, 30

Learning How to Learn domain, 358–361, 419, 
420; achievement assessment of outcomes, 
359–360; goals clarification, 358–359; 
outcomes identification, 359; outcomes 
related to institutional learning goals, 
359, 361; self-directing learners and, 
358

Learning How to Learn Invent the Quiz, 42, 
376–381, 436; analysis and reporting, 378; 
complexity rating, 376; description, 376; 
examples, 378–380; for flipped classroom, 
34; implementation, 377–378; Introduction 
to Marketing onsite example, 378–379, 436; 
key learning goals, 377; online use, 378; 
preparation, 377–378; Psychology online 
example, 379–380, 436; purpose, 376–377; 
variations and extensions, 380
Learning How to Learn Learning Goal Listing, 42, 382–387, 436; analysis and reporting, 385; Choice Boards strategy, 386–387; complexity rating, 382; description, 382; examples, 385–386; implementation, 383–384; Introduction to Business Statistics online example, 386, 436; key learning goals, 383; Multicultural Literature onsite example, 385, 436; online use, 384; procedure, 383–384; process, 384; purpose, 382–383; variations and extensions, 386–387

Learning How to Learn Multiple-Task Mastery Checklist, 42, 393–398, 436; analysis and reporting, 394–395; complexity rating, 393; description, 393; examples, 395–397; for flipped classroom, 34; implementation, 394; key learning goals, 393–394; online use, 394; preparation, 394; Preparing for College Level Teaching onsite example, 395–397, 436; purpose, 393; Qualitative Research in Sociology blended example, 397–398, 436; variations and extensions, 398

Learning How to Learn PLE, 32, 42, 399–404, 436; analysis and reporting, 402; College and University Teaching blended example, 402–404, 436; complexity rating, 399; description, 399; examples, 402–404; implementation, 400–401; key learning goals, 400; online use, 32, 401; procedure, 400–401; process, 401; purpose, 399–400; variations and extensions, 404

Learning How to Learn Student Generated Rubric, 42, 370–375, 436; analysis and reporting, 372; complexity rating, 370; description, 370; examples, 372–375; for flipped classroom, 34; implementation, 371; key learning goals, 371; online use, 372; preparation, 371; Principles of Marketing onsite example, 372–373, 436; process, 371; purpose, 370; Reading Educational Research online example, 374–375, 436; variations and extensions, 375

Learning How to Learn Study Outlines, 42, 364–369, 436; analysis and reporting, 365–366; for collaborative classrooms, 33; complexity rating, 364; description, 364; examples, 366–369; Fundamentals of Physics online example, 368–369, 436; implementation, 365; key learning goals, 364; Masterpieces in Western Literature and Philosophy onsite example, 366–368, 436; online use, 365; outline grading rubric, 366; preparation, 365; process, 365; purpose, 364; variations and extensions, 369

Learning How to Learn What? So What? Now What? Journal, 42, 388–392, 436; Algebra I onsite example, 390–391, 436; analysis and reporting, 390; complexity rating, 388; description, 388; examples, 390–392; implementation, 389; key learning goals, 389; online use, 389; Paralegal online example, 391–392, 436; procedure, 389; process, 390; purpose, 388–389; variations and extensions, 392

Learning Management System (LMS), 80

Learning objectives, 14, 15, 19; example, 15, 18; learning outcomes compared to, 20; modification of, 67; observable action, 17

Learning outcomes, 6, 14, 15; actual, 20; analysis and reporting, 4, 5, 8–9; application learning identification of, 136, 138, 139; caring dimension achievement of, 315; caring domain identification of, 314; course-level aligned with institutional goals, 75, 136, 204, 262–263, 314–315, 359, 361; example, 15, 20; foundational knowledge identification of, 74; human dimension learning identification of, 262; integration learning identification of, 203; Learning How to Learn identification of, 359; learning objectives compared to, 20; modification of, 68; for multiple stakeholders, 8–9; observable action, 17; skills assessment, in application learning, 138; statement, crafting of, 21; targeted, 20

Learning to learn dimension. See Learning How to Learn domain

LGI. See Learning Goals Inventory

Line graph, 61

LMS. See Learning Management System

M

Major, C. H., 56

Mandated learning goals, 15–16

Marx, Karl, 9
Masterpieces in Western Literature and Philosophy LAT onsite example, 366–368, 436
Matrix, of LAT, 66–67
Mean, in quantitative data analysis, 55
Median, in quantitative data analysis, 55
Melville, Herman, 9
Metacognition, 358
Millis, B. J., 351
Mode, in quantitative data analysis, 55
Model of Emotional Intelligence, of Goleman, 6, 262
Modified Venn diagram, 63, 64
Multicultural Literature LAT onsite example, 385, 436
Multiple Intelligences, of Gardner, 5–6
Multiple-Task Mastery Checklist learning how to learn LAT, 34, 42, 393–398, 436
Music Business LAT onsite example, 227, 433
Music Composition and Theory LAT onsite example, 125
Music History: 18th Century Classicism LAT online example, 172–173, 433
Music of Multicultural America LAT online example, 212–213, 433
Music Theory and Composition LAT online example, 178, 432

N
Narrative scoring, 53
Narrative table, in qualitative data display, 61, 62
National Council on Teacher Education (NCATE), 28
Natural and Physical Sciences Classroom Discipline, of LAT Examples: Fundamentals of Physics, 368–369, 436; Human Physiology, 217, 433; Introduction to Physics, 150–151, 434; Introduction to Scientific Methods, 107–108, 432; Physics, 222, 433; Writing About Global Science, 342–343, 435
NCATE. See National Council on Teacher Education
Network diagram, 64, 65
Nilson, L. B., 358
Nominations human dimension LAT, 40, 277–281, 434
Numeric table, 58, 59
Nursing Care for Older Adults LAT online example, 194–195, 433

O
Objectives. See Learning objectives
Online classes, 31; Application learning Consider This for, 32, 39, 169–173, 433; Application learning IRAs for, 32, 39, 164–168, 432; Application learning Quotation Commentaries for, 32, 39, 158–163, 432; Caring dimension Editorial for, 32, 41, 340–345, 435; Caring dimension Issue Awareness Ad for, 32, 41, 330–333, 435; Foundational knowledge First Day Final for, 21, 32, 38, 78–84, 431; Human dimension Digital Story for, 32, 41, 303–311, 435; Integration learning Concept Maps for, 32, 42, 399–404, 436; sample instructional script for, 49–50; top 10 LAT picks for, 32
Online LAT examples: Advanced Pathophysiology and Patient Management, 189–190, 433; Application of Learning Theories to Instruction, 223; Applied Ethics, 228–229, 434; Broadcast Journalism, 280, 434; Business Law I, 114–115, 432; Business Marketing Practices, 296, 435; Business Statistics, 151–152, 432; Calculus, 94, 431; Contemporary Issues, 350–351, 435; Contemporary Mathematics, 108–109, 432; Drugs, Crime, and Public Policy, 322; Editorial Column Writing (Journalism), 343–344; Elementary Algebra, 184, 433; English Composition, 240–242, 434; English Composition and Reading, 132–133, 432; English for Second Language Learners, 82, 431; English Poetry of the Romantic Period, 126–127, 432; Fundamentals of Physics,


Oral Communication Skills I (ESL) LAT onsite example, 295–296, 435

Outcomes. See Learning outcomes

P

Paralegal LAT online example, 391–392, 436

Pedagogical knowledge: disciplinary knowledge combined with, 2; research on effective, 2–4

Pedagogical syntheses, for effective teaching: active, engaged learning activities, 3, 7–8; clear learning goals, 3; feedback to students, 3

peer evaluation, rubrics for, 45–46
Peer Problem Review application learning LAT, 33, 39, 185–190, 433
Percentage, in quantitative data analysis, 54
Performance Standards: individual minimum, 22; target class, 21–22
Personal Learning Environment (PLE) learning how to learn LAT, 32, 42, 399–404, 436
Philosophy of Law LAT onsite example, 349–350, 435
Physics LAT onsite example, 222, 432
Pie chart, 58, 60
Planning phase, of LAT Cycle, 24–29; learning assessment determination, 9; students learning clarification, 9, 13–23
Plato, 261
PLE. See Personal Learning Environment
Practical thinking, 135–136, 137; as skills goals in application learning, 135–136, 137; thinking learning outcomes, in application learning and, 139
Practical Thinking Problem Solving VALUE Rubric, of AAC&U, 139, 147
Prediction Guide application learning LAT, 36, 38, 148–152, 432
Preparation rubrics for LAT, 37
Preparing for College Level Teaching LAT onsite example, 395–397, 436
Principles of Advertising LAT online example, 161–162, 432
Principles of Marketing LAT onsite example, 372–373, 436
Problem Recognition Tasks (Angelo and Cross), 174
Problem Solving VALUE Rubric, of AAC&U, 139, 146
Proclamations caring dimension LAT, 34, 41, 334–339, 435
Professors: credentialing of, 2; defined, 1; disciplinary and pedagogical knowledge for, 2
Programming in BIOPERL LAT onsite example, 183, 433
The Psychology, Biology, and Politics of Food LAT onsite example, 289–290, 434
Public Health caring dimension LAT online example, 356–357, 435
Public Health human dimension LAT onsite example, 309, 435
Public Health Nursing application learning LAT onsite example, 166–167, 432
Q
Qualitative data analysis: cross-case comparisons, 57; key word analysis, 55–56; thematic analysis, 56–57
Qualitative data display, 61; boxed display, 62; flow chart, 63, 64; modified Venn diagram, 63, 64; narrative table, 61, 62; network diagram, 64, 65; word cloud, 62, 63
Qualitative Research in Sociology LAT blended example, 397–398, 436
Quantitative data analysis: descriptive statistics, 54; frequency, 54; inferential statistics, 55; mean, 55; median, 55; mode, 54; percentage, 54; quartile, 55; range, 55; simple counts and tallies, 54; standard deviation, 55
Quantitative data display, 57–58; bar or column graph, 58, 59, 60; frequency table, 59; histogram, 59, 60; line graph, 61; numeric table, 58, 59; pie chart, 58, 60; spreadsheet sorted display, 58
Quartile, in quantitative data analysis, 55
Questions: of Fink, for application learning, 136; key word analysis, 56; in qualitative data analysis, 56
Questions, for learning assessment: crafting of, 28–29; on extent of successful learning, 28; on results comparison, 29; on student cognitive or affective change, 28
Quick Write foundational knowledge LAT, 36, 38, 105–110, 432
Quotation Commentaries application learning LAT, 32, 39, 158–163, 432

R
Range, in quantitative data analysis, 55
Ratey, J. J., 6
Rating scale, in LGI, 419
Reading Educational Research LAT online example, 155–156, 374–375, 432, 436
Real Estate Principles LAT online example, 234–235, 434
Recording Studio Production Techniques LAT onsite example, 198–199, 433
Reliability indices for measurement, 423
Research: on effective pedagogy, 2–4; ERIC documents on teaching and learning, 3
Responder characteristics, in LGI, 419
Response phase, of LAT Cycle: analysis and report results, 9, 52–66, 69; identification and making changes to improve learning, 9, 67–69
Role Play human dimension LAT, 33, 41, 292–297, 435
Romantic Poets LAT onsite example, 210–211, 433
Rubrics, 326; for analysis, 37; in assessable learning artifact, 8; for assessing creativity, 44; in assignment’s assessment, 22; creation of assessment, 43–44; criteria elements of, 44, 53; evaluation, 47, 53, 54, 331; for implementation, 47; for peer evaluation, 45–46; for preparation, 37; scoring of, 53; standards elements of, 44; Walvoord and Anderson on, 44. See also American Association of College and Universities; VALUE Rubrics
Ryan, G. W., 56
S
Savin-Baden, M., 56
Scherer, M., 312
Scholarship of teaching and learning (SoTL), 24; Boyer on, 27; Glassick and Boyer on, 3; profession improvement through, 27
Scholarship of Teaching from Scholarship Assess: Evaluation of the Professoriate (Glassick), 4
Scholarship Reconsidered (Boyer), 27
Self-evaluation forms, for students, 45–46
Sequence Chains integration learning LAT, 34, 39, 214–217, 433
“Seven Principles for Good Practice in Undergraduate Education” (Chickering and Gamson), 3, 4
Shaw, George Bernard, 9
Shin, L. B., 420
Significant learning, 18; aim of, 14; assessable learning artifact production, 8; effective learning activities implementation, 3, 4, 7–8; goal identification, 5–7; learning outcomes for multiple stakeholders, 8–9
Silberman, M., 48
Simple counts and tallies, 54
Skills goals, in application learning, 134–136; creative thinking, 134–136, 137; critical thinking, 135, 137, 138; practical thinking, 135–136, 137
SLOs. See Student Learning Outcomes
Snap Shots foundational knowledge LAT, 36, 38, 116–121, 432
Social Media LAT online example, 328, 435
Social Work in Schools LAT online example, 103–104, 432
Sociology–Contemporary Issues LAT online example, 350–351, 435
Socrates, 261
SoTL. See Scholarship of teaching and learning
Spreadsheet sorted display, 58
Stakeholders: external, 18, 20, 27–28; institutional assessment efforts and accrediting agencies, 28; learning outcomes for multiple, 8–9; student learning assessment for, 27; teachers’ professional dossiers to, 27–28; teachers’ program reviews and, 28
Stand Where You Stand caring dimension LAT, 36, 41, 319–323, 435
Standard deviation, in quantitative data analysis, 55
Standards elements, of rubrics, 44
Statistics LAT online example, 301–302, 435
Sternberg, R. J., 135
Structured Academic Controversy (Millis & Cottrell), 351
Student Generated Rubric learning how to learn LAT, 34, 42, 370–375, 436
Student learning analysis and reporting, in LAT cycle, 9, 52–66; assessment results written, 65–66; change in, 69; data analysis method determination, 54; data and findings display, 57–65; gauging learning, 52–53; group artifacts scoring, 53–54; independent and collaborative data analysis, 53; individual learning artifacts scoring, 53; interpretation of results, 65; qualitative data analysis, 55–57; quantitative data analysis, 54–55
Student Learning Outcomes (SLOs), 20, 25
Students: access to information, 35; achievement assessing, 21, 27, 75–76, 136–137, 204, 263–264, 315, 359–360; active learning, 3, 7–8; cognitive or affective change questions for, 28; empowerment, teacher authority and, 17; engaged learning, 3, 7–8; knowledge and understanding, in learning assessment, 26; learning goals consideration, 17; product, of LAT, 35; providing information to, 46–47; response in key word analysis, 56; self-evaluation forms, 45–46; Wiemer on sharing power with, 17
Students learning clarification, in LAT Cycle, 9, 13–23; assessment language, 14, 15; benefits, 22–23; course learning objectives and outcomes challenges, 17–18; course learning outcome statement, 21; course-level learning goals identification, 14–17; course-level learning objectives determination, 18–20; course-level SLOs identification, 20; individuals and class performance standards, 21–22; learning defined, 13; learning objectives and learning outcomes differentiation, 20; significant learning aim, 14; using LGI to identify goals, 14
Study Outlines learning how to learn LAT, 33, 42, 364–369, 436
Survey of International Business LAT online example, 167–168, 432
Synthesis Paper integration learning LAT, 40, 237–242, 434

T
TAPPS. See Think-Aloud Pair Problem Solving Protocols
Target class performance standard, 21–22
Targeted outcome, 20
Taxonomy of the Cognitive Domain (Bloom), 5
Teachers: authority, student empowerment and, 17; professional dossiers to stakeholders, 27–28; program reviews, 28
Teaching: authority and student empowerment, 17; certification for, 1–2; direction change, 26; disciplinary and pedagogical knowledge for, 2; effective, clear learning and, 3; ERIC documents on research of, 3; learning paired with, 8–9
Teaching Goals Inventory (TGI), of Angelo and Cross, 14, 420
“Teaching Principles,” of Carnegie Mellon’s Eberly Center for Teaching Excellence and Educational Innovation, 3, 4
Team Games Tournament foundational knowledge LAT, 38, 128–133, 432
Team Tests foundational knowledge LAT, 34, 38, 122–127, 432
Teamwork VALUE Rubric, of AAC&U, 265–267
Technology and Higher Education LAT online example, 89–90, 431
TGI. See Teaching Goals Inventory
Thematic analysis, 56–57; Braun and Clarke on, 56
Think-Aloud Pair Problem Solving Protocols (TAPPs) application learning LAT, 33, 39, 180–184, 433
Thinking learning outcomes, in application learning: creative thinking, 138; critical thinking, 138; practical thinking, 139
3MT. See Three-Minute Thesis
Three-Minute Message caring dimension LAT, 36, 41, 324–329, 435
Three-Minute Thesis (3MT), 324
Timing of phases, in LAT implementation, 49
Tools for Teaching (Davis), 123
Torrance Tests of Creative Thinking, 138
Traditional classroom, 31
Triarchic mind, of Sternberg, 135
Triple Jump application learning LAT, 39, 191–195, 433
2015 Qualtrics, LLC, LGI administration by, 420
U
Unusual use of terms, in key word analysis, 56
Urban Planning LAT onsite example, 188, 433
Urban Poverty LAT online example, 337–338, 435
V
VALUE Rubrics, of AAC&U, 44, 315; Civic Engagement, 316–317; Creative Thinking, 135, 138, 144, 145; Critical Thinking, 138, 142, 143; Foundations and Skills for Lifelong Learning, 361, 362–363; Integrative Learning, 205–207; Intercultural Knowledge and Competence, 268–270; Practical Thinking, 139, 147; Problem Solving, 139, 146; Teamwork, 265–267; Written Communication, 140, 141
Video Project Rubric, 305–308
W
Walter, M., 420
Walvoord, B. E., 44
Weimer, M., 17
What’s the Problem? (Barkley), 174
What’s the Problem application learning LAT, 34, 39, 174–179, 433
Wiggins, Grant, 25
Word cloud, 62, 63
Words used in context, in key word analysis, 56
Wright, Frank Lloyd, 9
Writing about Global Science LAT onsite example, 342–343, 435
Writing assessment results, in data analysis, 65–66
Written Communication VALUE Rubric, of AAC&U, 140, 141