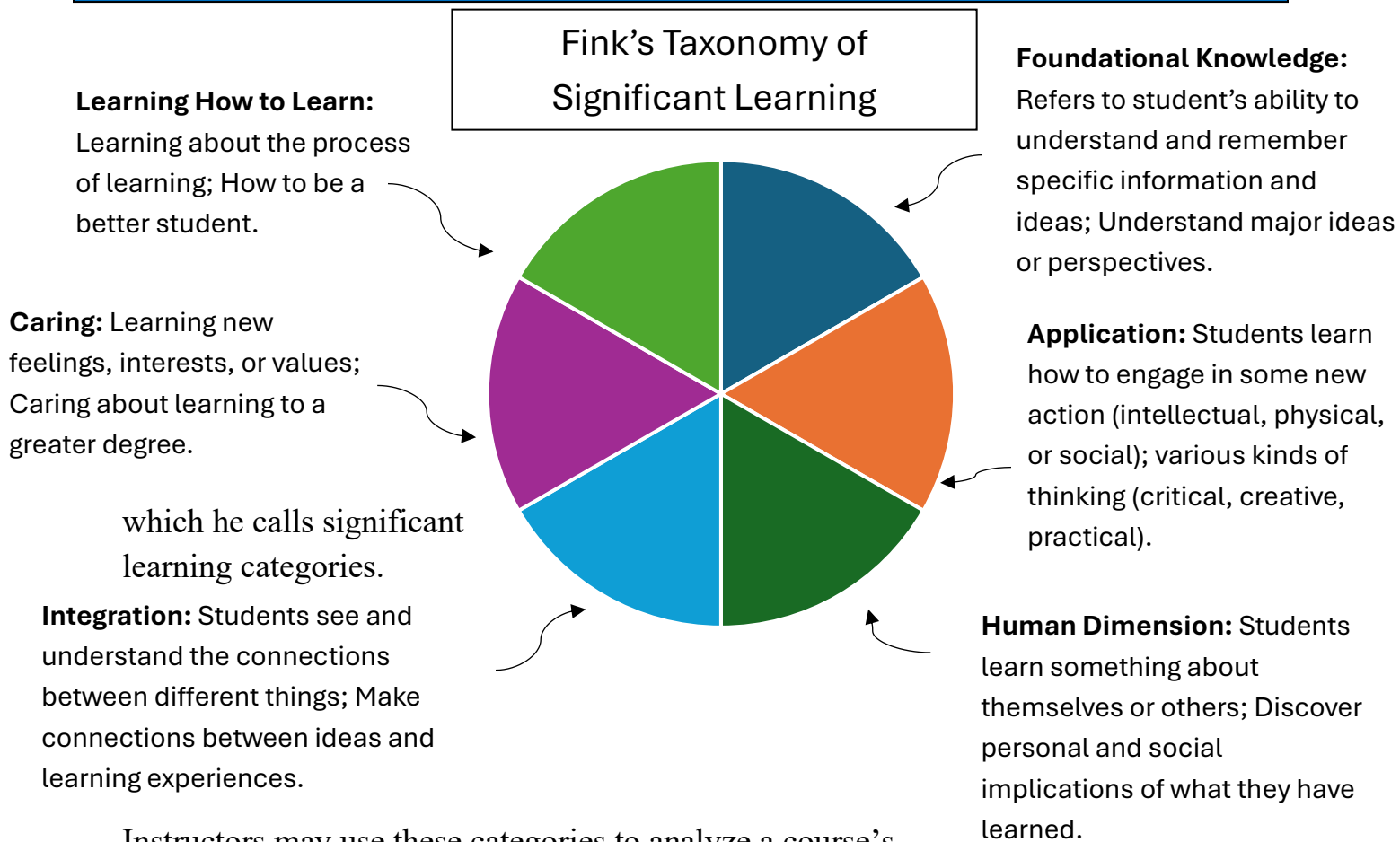


Using L. Dee Fink's Significant Learning to Develop Scoring Guides and Rubrics

What is Significant Learning?

Often, instructors want students to do more than know content that is increasingly complex. Other goals may refer to students' interaction within the larger program or within the world. Fink (2013) groups this larger learning focus into six groups,

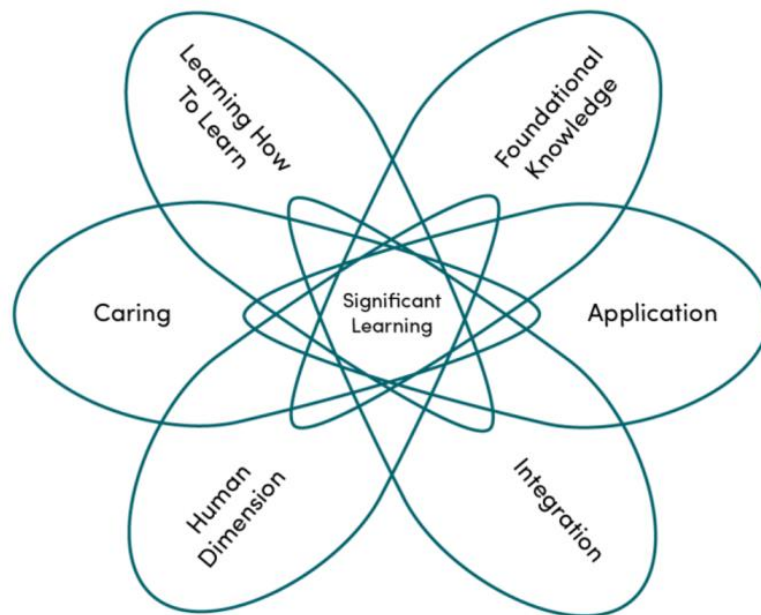
What Does Significant Learning Look like?



Instructors may use these categories to analyze a course's current learning outcomes to determine if there are categories that are either over or underrepresented.

The Interactive Nature of Significant Learning.

This interactive nature between the various kinds of learning are synergistic. For example, learning through Application may stimulate curiosity and lead to students getting excited about the value of the study, thus, engaging Caring. Similarly, when students learn Integration, or synthesize source material into their texts, they may also engage the Human Dimension by recognizing how implications of the material may relate to themselves and others. When a learning experience can promote all six kinds of learning, one has a “significant” learning experience.



Evaluation Criteria using Fink's Taxonomy.

Developing a scoring guide using Fink's taxonomy is illustrated below. Fink's language in the scoring criteria is in bold.

1(.5) —Unsatisfactory; 2 (.5) — Satisfactory; 3 —Exemplary

Introduction: Establishing Territory

- Claims centrality by relating a clear understanding of the issue at-hand; Appropriate background information discloses careful inquiry, thus, identifying of a general area of inquiry; Topic generalizations embody writer's efforts in **Integration and Application as they synthesize information** and inform readers; A working thesis statement and forecasting message discloses a careful consideration of audience and purpose for this paper

Body: Research Review and Establishing a Niche

- **Explores intellectual, physical, or social properties of other’s perspectives** and demonstrates a careful **application of new perspectives through synthesis; Connects ideas to help readers learn about the impacts of the topic’s issues on their lives or the lives of others; Offers critical consideration of others’ works** and discloses why inquiry is essential through a thoughtful review of trusted and reliable research; Counterclaims, gaps in the research presented, or questions about the research discloses the writer’s contemplative approach to inquiry

Conclusion

- A summary of the central discussion **connects the writer’s interest to shared audience values; Personal observations illustrate writer’s intentions to interact with the audience and reveal new understandings or new visions of self**, embodying thoughtful reflection upon audience values; A working thesis statement, hypothesis, predictions, and a forecasting message for the larger paper **establishes a contract with the reader and promotes solidarity**

Mechanics

- A carefully proofread/edited paper reveals writers **self-directed learning; Writing is clear, concise, and compelling with an absence of jargon, cliché, overstatement, run-ons, fragments, unclear antecedents, awkward sentences, etc.**

APA Documentation

- Development of signal phrases, proper parenthetical documentation, and a complete/accurate References page embodies **writer’s self-directed approach to learning; Application of documentation and formatting guidelines characterize writer’s learning and engagement processes**

Integrating L. Dee Fink’s taxonomy on Significant Learning, is one way to design assignments so they offer specificity. Assignments that are specific help to illustrate expectations for students so they may more closely follow rubrics and achieve the desired outcomes of the course.

Works Cited

Fink, L. Dee. *Creating Significant Learning Experiences*. John Wiley & Sons, 2013.

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