**Glossary of Teaching/learning Terms**

**Blooms Taxonomy -** Defines outcome of learning process in the cognitive domain, hierarchal grouping of levels of acquiring knowledge & skills

**Learning Outcome -** What you expect your students to learn – a positive change, ability of acquiring knowledge and skills acquired

**Significant Learning –** learning that lasts over a long term, sustainable; effective, relevant learning

**Integrated Course Design** – alignment of objectives, teaching methods and assessment, gathering information about how the course will be taught

**Assessment** – process of measuring or evaluating skills, attitudes and learning outcomes; to gauge whether learning has taken place agains learning objectives

**Summative Assessment** – final exam for grading (evaluation or learning at the end of learning experience); assessment at the end of the module

**Formative Assessment** – ongoing assessment (or course activities, assignments, tests, lectures) to help you improve the course, or assessment of student learning to help improve student learning and strategies for learning; takes place before and during teaching – before to see how much students already know, during: so how much they have learned

**Feedback** – getting information on effectiveness of the learning process, what is understood and not understood (can be given by students to teachers, or from teachers to students, usually qualitative in nature); aimed at improving learning and teaching, bi-directional, must be timely

**Rubric** – assessment of students based on standard criteria (a written assessment tool that lists criteria upon which student work is assessed and level of quality for that work, can be used to rank/rate/grade student work)

**Minute Paper** – a classroom assessment technique used to ask for feedback from students on a learning experience. Can be used to ask “what is the most important idea from today’s lecture?” or “what is the most confusing idea from todays’ class?” – used to assess both student learning and effectiveness of learning experiences