Verbs for Significant Learning Outcomes

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This framework helps museums and historic sites articulate what they want visitors to know, feel, or do as a result of a tour, exhibition, program, or event. Select 3-5 achievable outcomes, including a few ambitious ones to inspire and challenge visitors.

1. Foundational Knowledge

Foundational Knowledge involves understanding and remembering specific information and concepts that form the basis for learning in the next 1-3 years. It includes facts, theories, principles, terms, events, people, objects, and places. Foundational Knowledge is essential for developing deeper understanding and engaging with more complex topics.	a. Classify: Organize information into categories. b. Define: Clarify the meaning of terms and ideas. c. Describe: Provide detailed explanations of concepts. d. Explain: Identify the causes or reasons for events or decisions. e. Identify: Recognize and name key concepts and ideas. f. List: Enumerate key facts or elements. g. Prioritize: Organize information by relevance or significance. h. Recall: Retrieve and remember relevant information. i. Recognize: Acknowledge previously learned information. j. Summarize: Condense information into essential points.

2. Application

Application focuses on the ability to use knowledge, skills, and techniques in practical and real-world situations. It involves critical thinking, problem-solving, and creativity. Learners demonstrate their understanding by applying what they have learned to new contexts and challenges in the next 1-3 years.	a. Adapt: Adjust techniques to new conditions or uses. b. Apply: Use knowledge or skills in real-world situations. c. Demonstrate: Show understanding through action or behavior. d. Execute: Carry out plans or tasks effectively. e. Operate: Manage or use a tool or process. f. Perform: Carry out tasks or skills in a practical setting. g. Practice: Repeatedly perform tasks to improve skills. h. Solve: Find solutions to problems or challenges. i. Test: Assess functionality or performance of a tool or skill. j. Use or do: Able to use of knowledge, skills, or tools.

3. Integration

Integration refers to the ability to connect and synthesize ideas from different areas or disciplines. This category emphasizes seeing relationships between concepts, making connections between different pieces of knowledge, and integrating these into a coherent whole. It fosters interdisciplinary thinking and a more comprehensive understanding of complex issues.	a. Align: Arrange elements to work in agreement with a plan. b. Analyze: Break down complex information into manageable parts. c. Compare: Identify similarities and differences in concepts. d. Connect: Link new information with existing knowledge. e. Eliminate: Remove irrelevant or redundant elements. f. Evaluate: Assess the value of information from different sources. g. Integrate: Merge knowledge from various sources into a unified understanding. h. Plan: Develop strategies for applying knowledge. i. Substitute: Replace one element with another to explore new possibilities. j. Synthesize: Combine different ideas to create something new.

A DESIGN AND STRATEGY FIRM THAT CONNECTS PEOPLE TO HISTORIC PLACES

4. Human Dimension

The Human Dimension involves learning about oneself and others. It includes developing self-awareness, understanding the perspectives and experiences of others, and recognizing the social and emotional aspects of learning. This category emphasizes personal growth, empathy, and interpersonal skills.	a. Collaborate: Work effectively in teams. b. Connect: Build relationships with peers and others. c. Empathize: Understand and share the feelings of others. d. Engage: Actively participate in learning activities. e. Express: Articulate thoughts and emotions clearly. f. Listen: Demonstrate active listening in discussions. g. Reflect: Contemplate and assess personal growth. h. Relate: Connect personal experiences to learning material. i. Share: Communicate ideas and experiences with others. j. Support: Offer assistance to colleagues and peers in need.

5. Caring

Caring refers to the development of new feelings, interests, and values. It involves cultivating a deeper commitment to certain ideas, people, or causes. This category emphasizes the affective aspects of learning, such as motivation, emotional engagement, and the willingness to take action based on what is learned.	a. Appreciate: Recognize and value diverse perspectives. b. Cherish: Value the learning process and outcomes. c. Empower: Enable others to take initiative in their learning. d. Encourage: Motivate others to engage and participate. e. Motivate: Inspire others to pursue goals and objectives. f. Nurture: Foster the development of skills and attitudes. g. Protect: Safeguard others' emotional well-being. h. Support: Provide assistance and resources to others. i. Trust: Build confidence in oneself and others. j. Validate: Affirm others' efforts and contributions.

6. Learning How to Learn

Learning How to Learn focuses on developing skills and strategies for becoming a more effective, self-directed learner. It includes understanding the process of learning itself, reflecting on one's learning experiences, and applying strategies to improve future learning. This category is crucial for lifelong learning and adaptability in an ever-changing world.	a. Adapt: Modify learning strategies based on experiences. b. Assess: Evaluate the effectiveness of learning techniques. c. Experiment: Test new methods or approaches in learning. d. Explore: Investigate new areas of interest. e. Inquire: Pose questions to deepen understanding. f. Monitor: Track progress towards learning goals. g. Organize: Arrange information and resources systematically. h. Plan: Develop a structured approach to learning. i. Practice: Repeatedly apply skills to improve proficiency. j. Reflect: Assess personal learning strategies and outcomes.

Adapted from *Creating Significant Learning Experiences, Revised and Updated* by L. Dee Fink (Jossey-Bass, 2013). See also *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* edited by Lorin W. Anderson and David R. Krathwohl (Longman, 2001); *Thinkertoys: A Handbook for Creative-Thinking Techniques, Second Edition* by Michael Michalko (Ten Speed Press, 2006) and *Evaluating the Quality of Learning: The SOLO Taxonomy (Structure of the Observed Learning Outcomes)* by John B. Biggs and Kevin F. Collis (Academic Press, 1982).