

Intentional Learning: A Process for Learning to Learn in the Accounting Curriculum

Appendix C Assessing Learning-to-Learn Skills^a

OBJECTIVE	PERFORMANCE CRITERIA	MEASUREMENT INDICATORS	MEASUREMENT STRATEGIES
Questioning: Students actively and effectively use questions to advance their understanding of a subject	Students' questions require analysis, synthesis, application, integration, or evaluation of knowledge	Cognitive complexity of students' questions based on levels of Bloom's taxonomy or "levels-of-processing" theory	Rate students' questions in class discussion Rate questions submitted by students in preparation for a major project
Organizing: Students effectively organize information for storage (retention) and subsequent retrieval	Students' organizing strategies accurately represent relationships among concepts. Students use a variety of organizing strategies for different purposes	Appropriateness and variety in students' use of organizing strategies (outlines, matrices, flow charts, diagrams, charts, graphs, etc.)	Rate organizational strategies in students' oral and written presentations
Connecting: Students actively link new concepts and principles to prior learning and experience	Student identify linkages that accurately reflect concepts and advance understanding of accounting situations	Ratings of quality, fluency, and appropriateness of linkages between concepts and prior learning or experiences	Rate key-word lists, concept maps, responses on paired concepts tests (quality of relationships identified for given pair of terms or phrases)
Reflecting: Students reflect on what they have learned and on their own learning process	Students demonstrate ability to extract lessons from experiences and to describe their own learning processes	Ratings of quality and appropriateness of reflective observations	Rate debriefing summaries from case discussions and simulations: rate comments in learning journals or self-assessments of strengths and weaknesses in performance on major projects
Adapting: Students use what they have learned to create new solutions to unstructured problems	Knowledge base is accurate and appropriate; solution proposals are plausible and inventive	Ratings of accuracy and appropriateness of knowledge application; ratings of solution effectiveness and inventiveness	Rate solutions to unstructured case studies, responses in simulations, project proposals, etc.

^aGainen and Locatelli, p. 106.

