**Center for Teaching &**

**Learning Innovation**

**at Vermont State University**

Useful Verbs for Dee Fink's Taxonomy of Significant Learning

From [Intentional College Teaching](https://intentionalcollegeteaching.org/)

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| Foundational Knowledge  *What key information, ideas, and perspectives are important for learners to understand and remember?* | | | |
| Associate  Categorize  Classify  Clarify  Compare  Contrast | Define  Describe  Explain  Give examples of  Identify  Illustrate | Indicate  List  Name  Paraphrase  Predict  Recite | Recall  Recognize  Repeat  Restate  Summarize |

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| Application  *What kinds of critical, creative, and practical thinking and skills are important for students to be able to do, learn, or manage?* |

## Critical Thinking Skills

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| Advise  Analyze  Apply  Assess  Audit  Catalog  Categorize  Choose  Classify  Compare   Creative Thinking Skills | Contrast  Debate  Decipher  Deduce  Derive  Determine  Differentiate  Dissect  Distinguish  Evaluate | Examine  Formulate  Hypothesize  Infer  Interpret  Judge  Justify  Label  Locate  Measure | Organize  Predict  Propose  Query  Separate  Suggest  Test  Trace |
| Adapt  Author  Compose  Construct  Convert | Create  Design  Develop  Discover  Envision | Experiment  Fabricate  Imagine  Improve  Refine | Reform  Sketch  Transform |

## Practical Thinking Skills

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| Advise  Apply  Choose  Conduct  Coordinate  Demonstrate   Performance Skills | Decide  Determine  Develop  Diagnose  Facilitate  Guide | Give evidence for  Implement  Manage  Organize  Plan  Predict | Prioritize  Propose  Select  Strategize  Supervise  Solve |
| Conduct  Demonstrate | Execute Exhibit | Perform  Produce | Set up Use |

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| Integration  *What connections should learners be able to recognize and make both within and beyond this course experience?* | | | |
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| Associate  Combine  Connect  Contrast | Compare  Correlate  Differentiate | Identify interaction between  Link | Relate  Synthesize |
| Human Dimension  *What should learners learn about themselves and interacting with others?* | | | |

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| Acquire  Advise  Advocate for  Be aware of  Collaborate  Communicate  Cooperate  Decide to  Describe | Demonstrate  Educate  Embody  Empathize  Express  Feel confident  Influence  Initiate  Inspire | Involve  Lead  Mediate  Mobilize  Negotiate  Nurture  Promote  Reconcile  Reflect upon | Respect  See oneself as  Serve  Share  Show  Suggest  Support  Take responsibility |

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| Caring  *What changes in learners’ feelings, interests, and values are important?* | | | |
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| Agree  Commit  Decide  Demonstrate | Develop  Discover  Explore  Express | Get excited about  Identify  Pledge  Recognize | Renew  Share  State  Value |

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| Learning How to Learn  *What should learners learn about learning, engaging in this inquiry, and becoming self-directed?* |

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| Describe  Construct  Critique  Identify resources | Inquire  Research  Reflect upon  Self-Assess | Self-monitor  Set goals  Frame  Generalize | Identify  Predict  Take responsibility  Transfer |