Learning Objectives
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Continuing educational activities must include learner objectives written in behavioral terms defining specific learning outcomes the participant is expected to accomplish at the completion of the learning activity. Well-written objectives also provide a mechanism for a measurable and observable evaluation of learning. The Taxonomy of Educational Objectives, (Bloom 1956, and Krathwoh, 1964) is a valuable resource in identifying and defining learning objectives. The taxonomy provides a classification of educational objectives and is useful in curriculum development, teaching and testing, and consists of general and specific categories that include all types of outcomes. Preparing Instructional Objectives, (Mager, 1962) is another excellent resource that describes HOW TO specify and communicate the learning objectives to the learner.

Guidelines for Writing Learning Objectives

1. Begin the objective with a measurable verb, such as define, classify, calculate, design, discuss, etc.

2. State the objective in terms of learner performance, not instructor performance. The emphasis is on what the participant will be able to do or know, not what the instructor does.

3. State the objective as a learning product, not a learning process.

   CORRECT: “explains assigned reading material ....”
   INCORRECT: “gains knowledge of .....”

4. State each objective to include only one outcome, not several.

5. Write a separate statement for each objective; revise and refine for clarity and understanding.

6. The following verbs have been found to be effective in formulating educational objectives.

   A. Those that communicate knowledge. (Cognitive Domain)

   **Information**
   cite count define describe draw
   identify indicate list name point
   quote read recite recognize record
   relate repeat select state tabulate
   tell trace write

   **Comprehension**
   associate classify compare compute contrast
   describe differentiate discuss distinguish estimate
   explain express extrapolate interpret
   locate predict report restate review
   translate
Application
apply    employ    locate    relate    sketch
calculate examine operate report solve
complete illustrate order restate translate
demonstrate interpolate practice review use
dramatize interpret predict schedule utilize

Analysis
analyze debate distinguish inventory
appraise detect experiment question
criticize diagram infer separate
critic differentiate inspect summarize

Synthesis
arrange construct formulate organize produce
assemble create generalize plan propose
collect design integrate prepare specify
compose detect manage prescribe

evaluate
determine judge recommend test
appraise estimate measure revise
assess evaluate rank score
choose grade rate select
critique

B. Those that impart skills. (Psychomotor Domain)
diagnose integrate measure percuss
empathize internalize palpate project
hold massage pass visualize

C. Those that convey attitudes. (Affective Domain)
acquire exemplify realize reflect

These verbs are better avoided; they are often used but are open to many interpretations:
appraise appreciate have faith in know learn understand believe