



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

##### Comprehension

associate	describe	explain	locate	translate
classify	differentiate	express	predict	
compare	discuss	extrapolate	report	
compute	distinguish	interpolate	restate	
contrast	estimate	interpret	review	

### 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	
contract	diagram	infer	separate	
criticize	differentiate	inspect	summarize	

### Synthesis

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

### Evaluation

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

### 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	
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These verbs are better avoided; they are often used but are open to many interpretations:

appreciate	have faith in	know	learn	understand	believe
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