Writing Learning Objectives

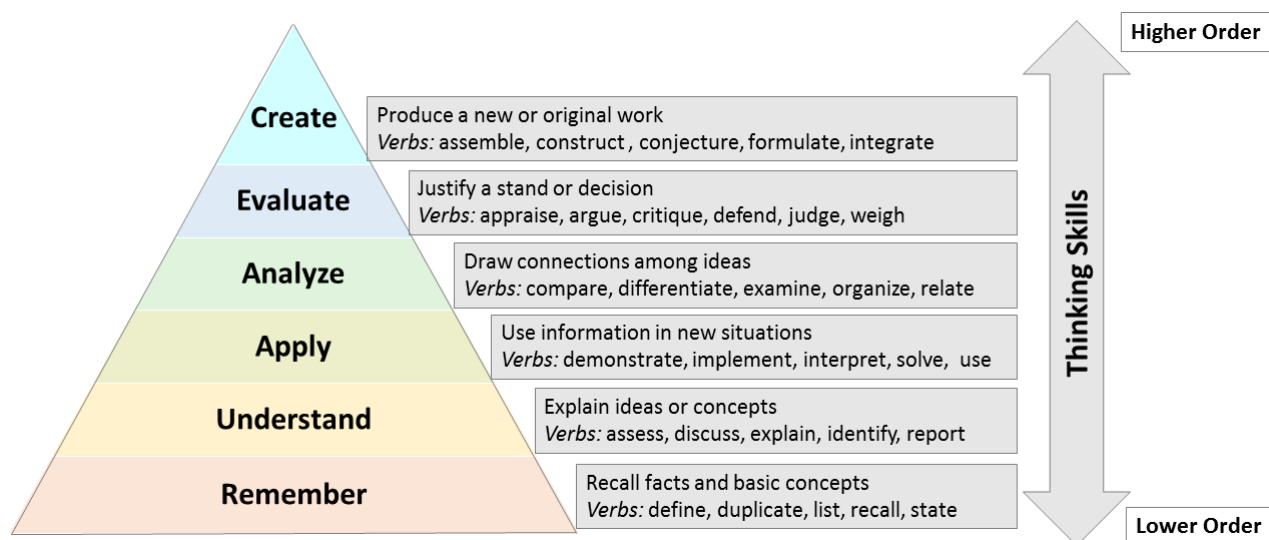## Questions to Ask Yourself

- What do you want participants to be able to do back at their institutions as a direct result of attending this session (workshop, course, seminar, etc.)?
- What does our audience need to know or be able to do to bridge the gap between where they are today and where we want them to be tomorrow?
- If participants could learn only three things in this session, what would those three things be? What would be your three take-home messages?

Steps for Writing an Objective

1. Write each objective beginning with the phrase "After participating in this session, attendees should be able to . . . ."

2. Choose a verb that matches the desired level of knowledge or skill (see information on Bloom's Taxonomy below).
   - Verbs should indicate specific, measurable, and observable behaviors.

3. Review each objective to make sure it is an outcome.
   - Double check that you have not created a list of learning activity descriptions or agenda items (for example, "The participants should complete a simulation on how to perform the XYZ procedure").
   - Your objectives should describe what participants should be able to know or do as a *result* of a learning experience.

4. Examples:
   - *Poorly defined learning objective:* After participating in this session, attendees should be able to explain change management.
   - *Well-defined learning objective:* After participating in the session, attendees should be able to describe the three essential elements of change management.

Bloom's Taxonomy

Bloom's Taxonomy, created by Benjamin Bloom, is a hierarchical classification of the **different levels of thinking**

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AAMC

List of Verbs for Formulating Educational Objectives

Remembering

arrange	bookmark	call out	choose	define	describe
duplicate	highlight	identify	label	list	locate
match	memorize	name	omit	order	recite
recognize	relate	repeat	reproduce	retrieve	search
select	state	tabulate	write		

Understanding

annotate	arrange	attach	blog	Boolean search	categorize
classify	comment	compare	discuss	explain	express
extend	give example	illustrate	indicate	infer	interpret
paraphrase	report	restate	review	rewrite	summarize
subscribe	translate	tweet			

Applying

apply	assemble	carry out	collect	compose	construct
demonstrate	develop	dramatize	edit	execute	generalize
hack	illustrate	implement	load	network	operate
organize	play	practice	prescribe	restate	run
schedule	select	share	sketch	solve	

Analyzing

analyze	appraise	attribute	calculate	categorize	classify
collaborate	contrast	criticize	deliberate	differentiate	discriminate
distinguish	examine	experiment	infer	integrate	interpret
manage	organize	question	reverse-engineer	structure	subdivide
survey	tag	test	validate		

Evaluating

coach	critique	debate	defend	detect	develop
evaluate	formulate	hypothesize	judge	manage	mentor
moderate	plan	prepare	prioritize	propose	rate
recommend	re-engineer	review	revise	set up	support
synthesize	test	train	verify		

Creating

argue	assess	brainstorm	budget	build	compose
conceive	conceptualize	construct	create	design	direct/produce
engineer	envision	estimate	formulate	hypothesize	institute
invent	justify	make up	originate	predict	prototype
publish	role play	strategize			

Words to be *avoided*:

These words are often used but are open to many interpretations:

appreciate	*believe*	*know*	*learn*	*understand*

Sources:

http://edglossary.org/blooms-taxonomy/
http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy