

QUESTIONS TO ASK YOURSELF

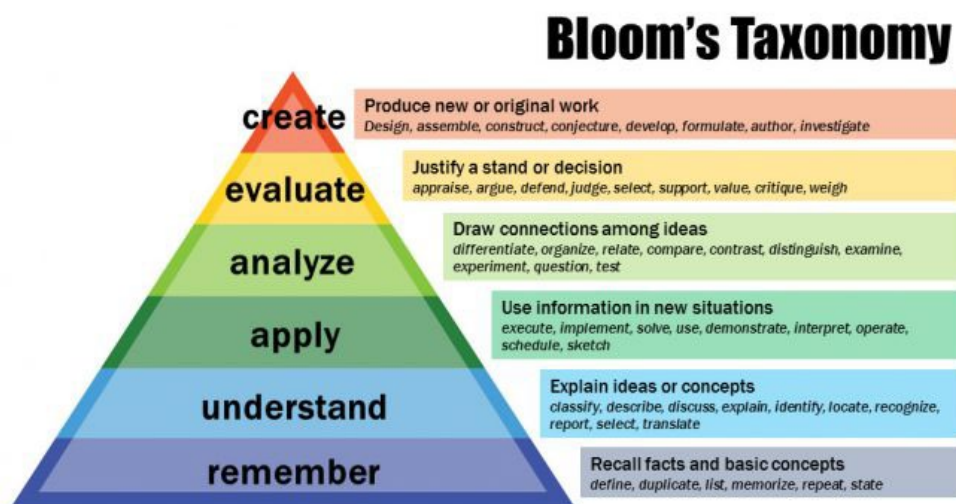
- What do you want participants to be able to do back at their institutions as a direct result of attending this session?
- What does our audience need to know or be able to do to bridge the gap between where they are today and where we want them to be tomorrow?
- If participants could learn only three 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, participants 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, participants should be able to explain change management.
 - *Well-defined learning objective:* After participating in the session, participants should be able to describe the three essential elements of change management.

BLOOM’S TAXOMONY

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



LIST OF VERBS FOR LEARNING OBJECTIVES

Remember	Understand	Apply	Analyze	Evaluate	Create
Cite	Add	Acquire	Analyze	Appraise	Abstract
Define	Approximate	Adapt	Audit	Assess	Animate
Describe	Articulate	Allocate	Blueprint	Compare	Arrange
Draw	Associate	Alphabetize	Breadboard	Conclude	Assemble
Enumerate	Characterize	Apply	Break down	Contrast	Budget
Identify	Clarify	Ascertain	Characterize	Counsel	Categorize
Index	Classify	Assign	Classify	Criticize	Code
Indicate	Compare	Attain	Compare	Critique	Combine
Label	Compute	Avoid	Confirm	Defend	Compile
List	Contrast	Back up	Contrast	Determine	Compose
Match	Convert	Calculate	Correlate	Discriminate	Construct
Meet	Defend	Capture	Detect	Estimate	Cope
Name	Describe	Change	Diagnose	Evaluate	Correspond
Outline	Detail	Classify	Diagram	Explain	Create
Point	Differentiate	Complete	Differentiate	Grade	Cultivate
Quote	Discuss	Compute	Discriminate	Hire	Debug
Read	Distinguish	Construct	Dissect	Interpret	Depict
Recall	Elaborate	Customize	Distinguish	Judge	Design
Recite	Estimate	Demonstrate	Document	Justify	Develop
Recognize	Example	Depreciate	Ensure	Measure	Devise
Record	Explain	Derive	Examine	Predict	Dictate
Repeat	Express	Determine	Explain	Prescribe	Enhance
Reproduce	Extend	Diminish	Explore	Rank	Explain
Review	Extrapolate	Discover	Figure out	Rate	Facilitate
Select	Factor	Draw	File	Recommend	Format
State	Generalize	Employ	Group	Release	Formulate
Study	Give	Examine	Identify	Select	Generalize
Tabulate	Infer	Exercise	Illustrate	Summarize	Generate
Trace	Interact	Explore	Infer	Support	Handle
Write	Interpolate	Expose	Interrupt	Test	Import
	Interpret	Express	Inventory	Validate	Improve
	Observe	Factor	Investigate	Verify	Incorporate

WORDS TO BE AVOIDED

- Appreciate
- Believe
- Know
- Learn
- Understand

Sources:

<http://edglossary.org/blooms-taxonomy/>

<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>

<https://www.aamc.org/system/files?file=2019-07/learning-objectives.pdf>