



## WRITING EFFECTIVE LEARNING OBJECTIVES

You are required to create three (3) learning objectives which accurately describe the main objectives of your proposed course.

Please include the following components in your learning objectives:

### **A. Action component.**

Ask the question, “What do I want learners to DO as a result of this activity?” This section of the objective must contain a verb of action. See the excerpted listing from Bloom’s Taxonomy of possible action verbs to be used in creating your learning objectives.

#### *Examples:*

ASSEMBLE the components of two critical care scenarios using the process to guide future scenario development.

IDENTIFY a debriefing strategy for use in an existing simulation scenario.

DEVELOP a hypothesis statement for one potential research effort.

### **B. Subject component.**

Ask the question, “What subject or topic do I want participants to LEARN as a result of their participation in the activity?”

#### *Examples:*

Assemble the COMPONENTS OF two CRITICAL CARE SCENARIOS using the process to guide future scenario development.

Identify a DEBRIEFING STRATEGY for use in an existing simulation scenario.

Develop a HYPOTHESIS STATEMENT for one potential research effort.

### **C. Measure component.**

Ask the question, “How will the participant MEASURE his/her success in implementing the knowledge gained in the activity?”

#### *Examples:*

Assemble the components of two critical care scenarios USING THE PROCESS TO GUIDE future scenario development.

Identify a debriefing strategy for USE IN an existing simulation scenario.

Develop a hypothesis statement for ONE POTENTIAL RESEARCH EFFORT.



# WRITING EFFECTIVE LEARNING OBJECTIVES

## **Bloom's Taxonomy**

---

Benjamin Bloom (1956) created a useful taxonomy for creating measurable objectives in the educational setting. Reference this listing of sample verbs for your consideration in creating measurable learning objectives for your proposed course.

<b>Competence</b>	<b>Skills Demonstrated</b>
<b>Knowledge</b>	list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
<b>Comprehension</b>	summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
<b>Application</b>	apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
<b>Analysis</b>	analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
<b>Synthesis</b>	combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare, generalize, rewrite
<b>Evaluation</b>	assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

Bloom B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.