

I. Learning Objectives

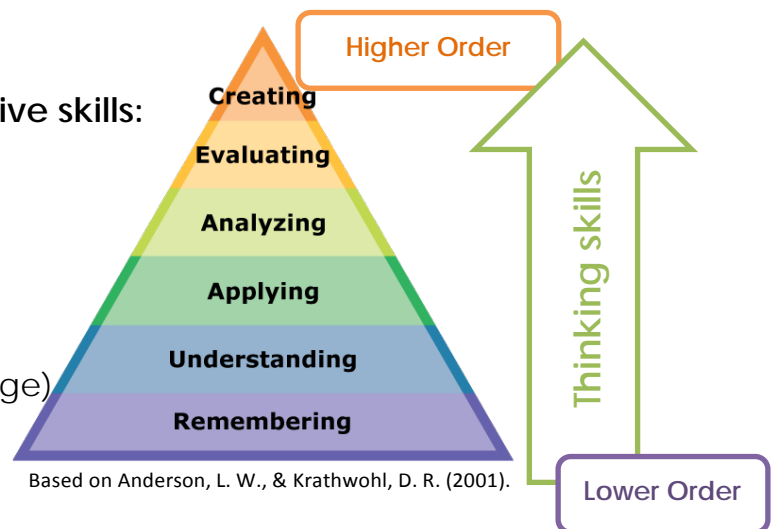
1. Learning Objectives are brief measurable statements that describe what an attendee is expected to learn from the educational instruction.
2. The learning objectives **MUST** provide a detailed description of what the attendee will be able to do when the instruction has concluded.
3. Learning objectives should be used as a learning directive to help attendees make practical use of the information being imparted during the instruction.
4. Learning objectives should be measurable, meaning that upon the conclusion of the instruction, the attendee should be able to evaluate the session as to the extent in which the learning objective(s) were achieved.

How do I write learning outcomes?

Bloom's Taxonomy of Educational Objectives (published in 1956 and revised in 2001) provides the methodology to express learning outcomes in a way that reflects cognitive skills. Utilizing this approach has become the standard and affords attendees with the ability to evaluate the degree in which the objectives have been achieved.

There are six levels of cognitive skills:

- Creating (Synthesis)
- Evaluating
- Analysis
- Applying
- Understanding
- Remembering (Knowledge)



Learning Objective Guidelines

Learning Objectives are Introduced by Stating:

“Upon the conclusion of this (lecture, workshop, session, etc.) the attendees will be able to”:

- **Create a separate objective for each action.**
 - *End each objective with a period.*
 - *Use upper and lower case appropriately.*
 - *Do not abbreviate or use unusual characters.*

The participant “outcome” should be measurable, actionable or observable.

It is important to note that there are some verbs to avoid when writing learning outcomes. These verbs are vague and oftentimes are not observable or measurable. For example, how would you measure whether someone has “become familiar with” a particular tool? Use a more specific verb. See Taxonomy, attached.



Examples of Learning Objectives

“Upon the conclusion of this (lecture, workshop, session, etc.) the attendees will be able to”:

Poor choices

1. **Understand** the benefits of implementing healthy food and beverage standards/policies for middle and high schools.
2. **Become familiar with** three (3) strategies for effective marketing of healthy foods and beverages.
3. **Appreciate** the strategies used by a sample of school districts to increase participation in the National School Lunch Program as a means of revenue generation.

Acceptable choices

1. **Describe** the benefits of implementing healthy food and beverage standards/policies for middle and high schools.
2. **Identify** three (3) strategies for effective marketing of healthy foods and beverages.
3. **Summarize** the strategies used by a sample of school districts to increase participation in the National School Lunch Program as a means of revenue generation.



Learning Objective Guidelines

II. Bloom's Taxonomy (Revised)

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs*	<ul style="list-style-type: none"> • Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why 	<ul style="list-style-type: none"> • Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize 	<ul style="list-style-type: none"> • Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme 	<ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value 	<ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

* **Verbs to avoid: Understand | Appreciate | Know | Familiar with | Learn about | Become aware of**