

Writing Learning Objectives

Bloom's Taxonomy



Learning Objectives

The first step in designing a training course is to write measurable learning objectives...beginning with the end in mind. Effective learning objectives describe what you want the participants to be able to do by the end of the course. This drives the design of the course and assessment of the course outcomes.

Steps to Writing Effective Learning Objectives



*Note: If you include more than one verb (e.g. define and apply), how do you measure mastery of the skill if the learner can define, but not apply?

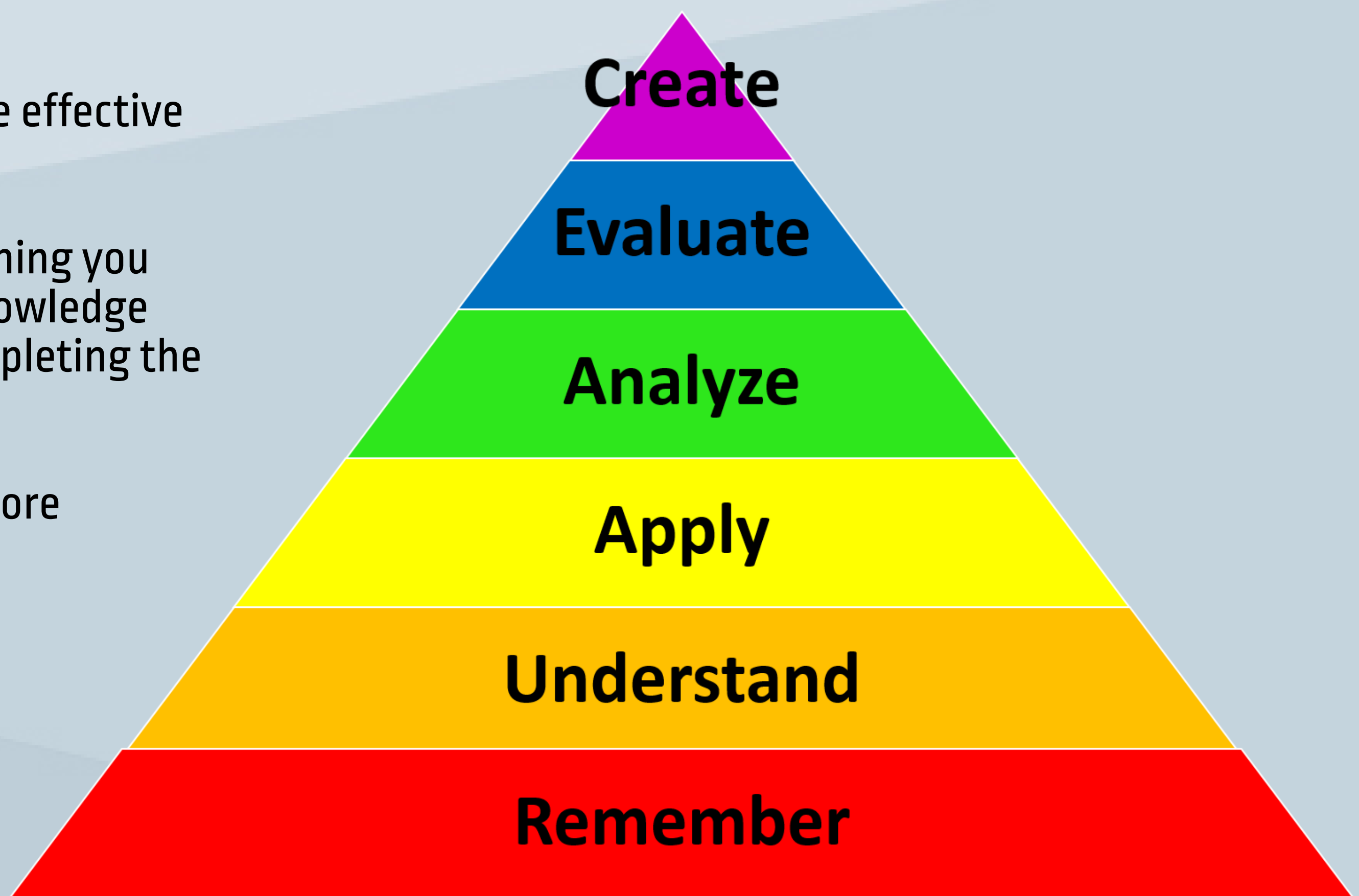


What is Bloom's Taxonomy?

Bloom's taxonomy is a tool used by trainers to write effective learning objectives.

This tool enables you to determine the level of learning you want the students to achieve in the course - the knowledge and skills you want them to demonstrate after completing the course.

There are six levels of learning, each increasingly more complex, illustrated in the pyramid graphic here.

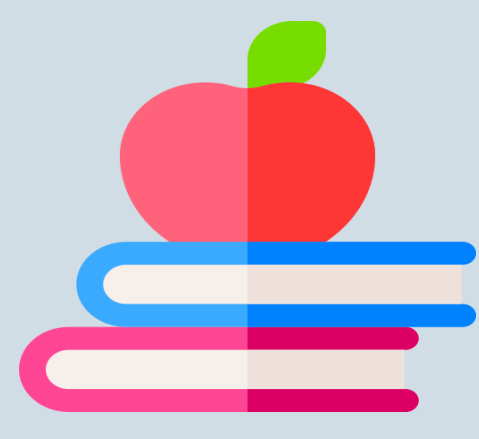


How to Use Bloom's Taxonomy

The information below illustrates examples of measurable verbs that align with each level of learning in Bloom's Taxonomy. Use these verbs in your objectives to make them measurable.

Questions for the Learner are examples of questions to use to determine if the learners have mastered the objective.

Remember



Observe and recall information

Questions for the Learner

- Can you recall: Who, What, Where, When, How?
- Can you list?
- How would you describe?
- How could you explain?

Verbs to Use for the Objective

- Arrange
- Define
- Describe
- Duplicate
- Identify
- Label
- List
- Match
- Memorize
- Recognize

Understand



Comprehend information, or grasp the meaning

Questions for the Learner

- Can you retell in your own words?
- What is the main idea of ...?
- How would you summarize?
- How do you explain...?

Verbs to Use for the Objective

- Describe
- Summarize
- Interpret
- Contrast
- Associate
- Distinguish
- Estimate
- Differentiate
- Discuss
- Extend

Apply



Use information, methods, concepts, theories in new situations to solve problems

Questions for the Learner

- What would happen if?
- How could you clarify?
- Why is ... significant?
- How would you use?

Verbs to Use for the Objective

- Apply
- Demonstrate
- Calculate
- Illustrate
- Show
- Solve
- Examine
- Modify
- Relate
- Classify

Analyze



Explain patterns, organize parts, connect hidden meanings, identify components

Questions for the Learner

- Why do you think? What evidence can you present?
- What is the relationship? Compare/Contrast?
- How would you categorize?
- What can you infer?

Verbs to Use for the Objective

- Analyze
- Separate
- Order
- Connect
- Select
- Categorize
- Infer
- Calculate
- Distinguish
- Breakdown

Evaluate



Compare ideas, assess value of theories, make decisions based on evidence or criteria

Questions for the Learner

- Which is more important?
- Is there a better solution to ...?
- What are the pros/cons of ...?
- Why is ... of value?

Verbs to Use for the Objective

- Assess
- Rank
- Grade
- Test
- Measure
- Recommend
- Convince
- Judge
- Conclude
- Support

Create



Learners organize information or ideas in a new or different way.

Questions for the Learner

- What would you predict/infer from ...?
- How would you create/design a new...?
- What is your theory about ...?
- What solutions would you suggest for...?

Verbs to Use for the Objective

- Combine
- Integrate
- Modify
- Rearrange
- Plan
- Create
- Invent
- Formulate
- Prepare
- Rewrite