**Writing Learning Objectives**

**Learning Objective:** The description of what the participant will be able to do at the conclusion of the activity.

Visualize the learning objectives for this activity as stepping stones that enable you and your faculty to take the learner from the identified need to the desired result. In addition, learning objectives must be written from the perspective of what you expect the learner to do in the practice setting with the information you are teaching. NOTE: verbs that communicate acquisition of knowledge: cited, define, describe, identify, list; comprehension: describe, discuss, explain, interpret; application: apply, demonstrate, review, translate; evaluation: appraise, determine, recommend. Verbs to avoid: appreciate, know, learn, and understand.

**WRITING LEARNING OBJECTIVES**

As learning objectives should be measurable, they should begin with a verb that can be measured, e.g. understand is **NOT** on the list because one’s understanding cannot be readily measured. The following list is designed to help you create your objectives. Try to be specific and vary the verbs.

The columns on the left are the most frequently used, but try branching into the other columns for higher-level skills. Some basic examples include:

\***Describe** the following congenital abdominal wall anomalies: umbilical hernia, omphalocele, gastroschisis, & pentalogy of cantrell.
\***Identify** the essential components of an antenatal discussion with parents.
\***Delineate** initial therapy of abdominal wall anomalies.

Appropriate Verbs for Learning Objectives

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| KNOWLEDGE | COMPREHENSION | APPLICATION | ANALYSIS | SYNTHESIS | EVALUATION | RECEIVING | RESPONDING | VALUING | ORGANIZATION | VALUE |
| Cite | Arrange | Adapt | Analyze | Arrange | Appraise | Accept | Agree | Adopt | Anticipate | Act |
| Choose | Associate | Apply | Appraise | Assemble | Approve | Acknowledge | Allow | Aid | Collaborate | Administer |
| Define | Clarify | Catalogue | Audit | Build | Assess | Attend (to) | Answer | Care (for) | Confer | Advance |
| Label | Classify | Chart | Break down | Combine | Choose | Follow | Ask | Complete | Consider | Advocate |
| List | Convert | Compute | Calculate | Compile | Conclude | Listen | Assist | Compliment | Consult | Aid |
| Locate | Describe | Consolidate | Categorize | Compose | Confirm | Meet | Attempt | Contribute | Coordinate | Challenge |
| Match | Diagram | Demonstrate | Certify | Conceive | Criticize | Observe | Choose | Delay | Design | Change |
| Name | Draw | Develop | Compare | Construct | Critique | Receive | Communicate | Encourage | Direct | Commit (to) |
| Recall | Discuss | Employ | Contrast | Create | Diagnose |  | Comply | Endorse | Establish | Counsel |
| Recognize | Estimate | Extend | Correlate | Design | Evaluate |  | Conform | Enforce | Facilitate | Criticize |
| Record | Explain | Extrapolate | Criticize | Devise | Judge |  | Cooperate | Evaluate | Follow through | Debate |
| Repeat | Express | Generalize | Deduce | Discover | Justify |  | Demonstrate | Expedite | Investigate | Defend |
| Select | Identify | Illustrate | Defend | Draft | Prioritize |  | Describe | Foster | Judge | Disagree |
| State | Locate | Infer | Detect | Formulate | Prove |  | Discus | Guide | Lead | Dispute |
| Write | Outline | Interpolate | Diagram | Generate | Rank |  | Display | Initiate | Manage | Empathize |
|  | Paraphrase | Interpret | Differentiate | Integrate | Rate |  | Exhibit | Interact | Modify | Endeavor |
|  | Report | Manipulate | Discriminate | Make | Recommend |  | Follow | Join | Organize | Enhance |
|  | Restate | Modify | Distinguish | Manage | Research |  | Give | Justify | Oversee | Excuse |
|  | Review | Order | Examine | Organize | Resolve |  | Help | Maintain | Plan | Forgive |
|  | Sort | Predict | Infer | Plan | Revise |  | Identify | Monitor | Qualify | Influence |
|  | Summarize | Prepare | Inspect | Predict | Rule on |  | Locate | Praise | Recommend | Motivate |
|  | Transfer | Produce | Investigate | Prepare | Select |  | Notify | Preserve | Revise | Negotiate |
|  | Translate | Relate | Question | Propose | Support |  | Obey | Propose | Simplify | Object |
|  |  | Sketch | Reason | Reorder | Validate |  | Offer | Query | Specify | Persevere |
|  |  | Submit | Separate | Reorganize |  |  | Participate (in) | React | Submit | Persist |
|  |  | Tabulate | Solve | Set up |  |  | Practice | Respect | Synthesize | Praise |
|  |  | Transcribe | Survey | Structure |  |  | Present | Seek | Test | Profess |
|  |  | Use | Test | Synthesize |  |  | Read | Share | Vary | Promote |
|  |  | Utilize | Uncover |  |  |  | Relay | Study | Weigh | Promulgate |
|  |  |  | Verify |  |  |  | Reply | Subscribe |  | Question |
|  |  |  |  |  |  |  | Respond | Suggest |  | Reject |
|  |  |  |  |  |  |  | Select | Support |  | Resolve |
|  |  |  |  |  |  |  | Try | Thank |  | Seek |
|  |  |  |  |  |  |  |  | Uphold |  | Serve |
|  |  |  |  |  |  |  |  |  |  | Solve |
|  |  |  |  |  |  |  |  |  |  | Strive |
|  |  |  |  |  |  |  |  |  |  | Tolerate |
|  |  |  |  |  |  |  |  |  |  | Volunteer (for) |

**Learner Engagement Definitions**

**Case studies:** Provides an actual problem or situation an individual or group has experienced. An effective method of provoking controversy and debate on issues for which definite conclusions do not exist.

**Debate or Panel discussion:** Provides an opportunity for experts or a group of learners to present differing viewpoints on a topic, issue, or problem to other panelists and the audience.

**Question/Answer:** Provides an opportunity for faculty to answer specific participant questions.

**Small group work/discussion:** Provides a less formal setting for peer interaction, discussion and
problem solving.

**Simulation or Standardized Patients/Medical Actors:** Provides a standardized method for physicians to assess their individual skills of diagnosis, treatment and management of a patient.

**Audience response/interaction:** Provides a simultaneous large audience response to faculty questions, allowing the faculty to interact with their audience.

**Technical skills/hands-on workshops, Communication skills workshops, or Role play:**Experiential learning allows learning through reflection on doing.

**Project-based learning (e.g. quality improvement project):** Provides a dynamic approach in which learners acquire a deeper knowledge through active exploration of real-world challenges and problems.

**Patient perspective (e.g. live patient and patient advocate):** Sharing of the patient experience helps meet patients’ needs and their priorities thus impacting the relevance and meaning of the education.