

Educational Objectives

Educational objectives are written statements that describe the **measurable, learner-oriented outcomes** and are expected as a result of participation in the educational activity. In the case of most continuing education activities, these statements describe **knowledge, skills, and attitude changes** that participants will acquire upon successful completion of the activity. **Objectives should identify how the practice gap will be reduced and what the learner might do differently.** In addition, these objectives should guide the development of educational interventions.

How to Write Learning Objectives

Learning objectives should:

- Consider the target audience
- Contain a single verb, describing an observable action, and its object
- Be aligned with identified practice gaps
- Be in a learner-oriented format versus instruction-oriented
- Be measurable
- Include only one outcome

Verbs that can measure change in knowledge and skill:

Analyze	Classify	Contrast	Design	Evaluate	Organize
Assess	Compare	Describe	Differentiate	Identify	Summarize

Verbs that can measure change in performance:

Apply	Diagnose	Implement	Manage	Perform	Solve
Demonstrate	Examine	Integrate	Model	Produce	Treat

Please avoid verbs and phrases such as *understand, know, discuss, review, be familiar with, will learn about, etc.*

These are NOT measurable verbs.

Revising Objectives

Original objective: *Understand data and clinical tests*

Improvement Needed: Understand is not a strong, measurable verb and does not describe what the learner will gain/be able to do.

Revised Objective: *Interpret laboratory data, imaging studies, and other tests required for the area of practice to improve patient outcomes*

Original objective: *Discuss bio-physical scientific principles*

Improvement Needed: This is a description of the session rather than a measurable outcome of what the learner will do with the information discussed.

Revised Objective: *Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations*

Original objective: *Review strengths, deficiencies, and limits in one's expertise and discuss improvement goals*

Improvement Needed: This begins as a description of the session rather than a measurable outcome of what the learner will gain/be able to do. Additionally, there are two objectives combined into one statement and they should be written separately.

Revised Objectives: *Identify strengths, deficiencies, and limits in one's knowledge and expertise
Develop learning and improvement goals*

Bloom's Taxonomy

Educational objectives using Bloom's Taxonomy promote higher levels of learning for participants. Using a verb table can be effective in creating learning objectives. Since the levels build on each other, the higher levels require the foundational knowledge and skills of the lower levels.

lower order thinking skills			higher order thinking skills		
Remember	Understand	Apply	Analyze	Evaluate	Create
cite	classify	apply	analyze	assess	build
define	compare	chart	audit	conclude	compose
identify	contrast	compute	categorize	critique	construct
label	convert	demonstrate	correlate	diagnose	create
list	describe	determine	defend	evaluate	design
locate	diagram	develop	detect	justify	devise
name	explain	employ	differentiate	integrate	draft
outline	express	examine	distinguish	measure	formulate
recall	illustrate	implement	experiment	monitor	generate
record	interpret	model	inspect	rank	make
state	paraphrase	modify	investigate	rate	manage
write	report	operate	organize	score	plan
	restate	order	select	test	produce
	summarize	perform	simplify	validate	structure
		practice			synthesize
		prepare			
		produce			
		solve			
		utilize			

Examples of Well Written Learning Objectives

After attending this session, learners will be able to...

- Differentiate which general cancer case presented require genetic testing.
- Organize and prioritize responsibilities to provide safe, effective, and efficient care.
- Critique ethical reasoning in patient care.
- Employ critiques of ethical analyses for constructive disagreement.
- Describe different techniques to provide care to families.
- Identify strategies and opportunities to utilize evidence based best practices.
- Implement evidence-based practice guidelines during evaluation and management of trauma patients with blunt and penetrating extremity vascular trauma.
- Present principles of epidemiological sciences for the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations.

References and Resources

American College of Surgeons. Tips for Writing learning Objectives. Retrieved from https://www.facs.org/media/inlg4ibe/tips_for_writing_learning_objectives.pdf

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