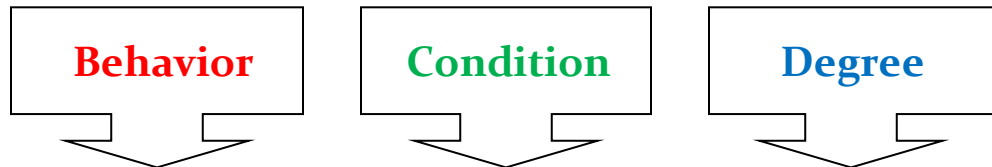


Writing Learning Objectives

No learning event can take place without objectives. Objectives drive the entire learning encounter design process, from selecting the instructional strategy to determining how to assess outcomes. There are three basic components to an objective¹:

- Behavior – The most basic definition of learning is a change in behavior brought about by an educational intervention. Behavior is the observable actions of the learner. The objective must define the specific behavior to be changed. Behavior contains the action verb in the objective.
- Condition – The context of the educational intervention must be defined. This part of the objective states under what conditions will the behavior be identified.
- Degree – All behaviors must be measurable. Degree defines the level of precision in achieving the desired behavior.

Example:



The learner will **obtain peripheral intravenous access** in a simulated IV access trainer while **completely adhering to institutional IV insertion standards**.

This example gives the instructional designer and the instructor very specific, measurable to build the educational intervention, conduct the session, and evaluate success.

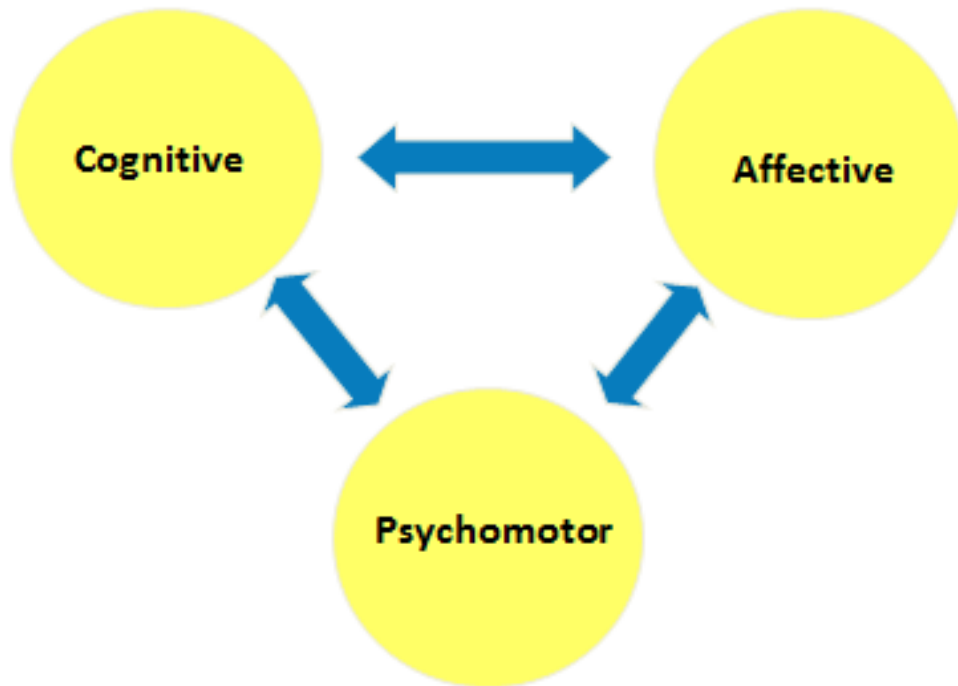
Examples of inadequate objectives:

Objective	Problem
The learner will start an IV.	Will this be on a manikin, patient, or other classmate? How accurate does the IV insertion need to be?
The learner will obtain venous access.	Is this by IV, central line, or IO?
The learner will understand how to obtain peripheral intravenous access in a simulated IV access trainer while adhering to institutional IV insertion standards.	How do you measure <i>understand</i> ? Behaviors need to be observable and measurable. Other problem verbs: know, comprehend, familiarize, be aware, appreciate, learn, and realize.
The learner will obtain peripheral intravenous access in a simulated IV access trainer while adhering to standards.	Whose <i>standards</i> ? The criteria need to be specific.

Mager, R.F. (1984). Preparing Instructional Objectives 2nd Edition. David S. Lake, Belmont, CA.

Building Objectives

Three Domains of Learning



Each domain has its own taxonomy that progresses through levels of learner complexity and expertise. With each domain there is a set of action verbs that are best suited to identify the level of learning desired.

Actions Verbs for Cognitive Objectives

Knowledge				
arrange	order	define	recognize	duplicate
label	recall	list	repeat	memorize
name	state	relate	reproduce	acquire

Comprehension				
classify	locate	describe	recognize	discuss
report	explain	restate	express	review
identify	select	indicate	translate	extrapolate
convert	interpret	formulate	transform	

Application				
apply	operate	choose	practice	demonstrate
schedule	dramatize	sketch	employ	solve
illustrate	use	perform	write	prepare
instruct	implement	carry out	sequence	repair

Analysis				
analyze	differentiate	appraise	discriminate	calculate
distinguish	categorize	examine	compare	experiment
contrast	question	criticize	Test	detect
catalog	investigate	determine	contrast	

Synthesis				
arrange	formulate	assemble	manage	collect
organize	compose	plan	construct	prepare
create	propose	design	write	integrate
specify	produce	design	build	combine
summarize	relate	generalize	conclude	theorize

Evaluation				
appraise	judge	argue	predict	assess
rate	attach	score	choose	select
compare	support	estimate	evaluate	verify
defend	weigh	determine	justify	rank

Purple highlights objective levels suitable for simulation.

*Bloom, 1956, Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. Longmans, New York.

Action Verbs for Psychomotor Objectives

Imitation				
Watch teacher or trainer and repeat action, process, or activity				
copy	follow	replicate	repeat	adhere
identify	mimic	try	reenact	imitate

Manipulation				
Carry out task from written or verbal instructions				
recreate	build	perform	execute	implement

Precision				
Perform a task or activity with expertise and to high quality without assistance or instruction; able to demonstrate an activity to other learners				
demonstrate	complete	Show	perfect	calibrate
control	practice			

Articulation				
Relate and combine associated activities to develop methods to meet varying, novel requirements				
construct	solve	combine	coordinate	integrate
adapt	develop	formulate	modify	master
improve	teach			

Naturalization				
Define aim, approach, and strategy for use of activities to meet strategic need				
design	specify	manage	invent	project

*Dave, R. H., 1970, Developing and Writing Behavioural Objectives (R J Armstrong, ed.). Educational Innovators Press, Tuscon, AZ.

Action Verbs for Affective Objectives

Receiving				
Being aware of or attending to something in the environment				
accept	accumulate	combine	control	differentiate
respond to	select	separate	set apart	share

Responding				
Showing some new behaviors as a result of experience				
acclaim	approve	augment	commend	comply with
discuss	follow	play	practice	volunteer

Valuing				
Showing some definite involvement or commitment				
assist	debate	deny	help	Increase proficiency in
Increase numbers of	protest	relinquish	specify	support

Organization				
Integrating a new value into one's general set of values, giving it some ranking among one's general priorities				
abstract	balance	compare	define	formulate
organize	theorize			

Characterization by value				
Acting consistently with the new value				
avoid	be rated highly by peers	be rated highly by subordinates	be rated highly by superiors	change
manage	require	resist	resolve	revise

*Kratwohl, et al. 1964, Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain. David McKay Co., New York.