Writing Objectives - Levels of Learning

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Collect	Associate	Apply	Analyze	Arrange	Appraise
Count	Clarify	Balance	Calculate	Assemble	Assess
Define	Compare	Build	Categorize	Collect	Choose
Draw	Compute	Calculate	Classify	Combine	Compare
Indicate	Contrast	Classify	Compare	Compose	Conclude
Label	Describe	Construct	Contrast	Construct	Critique
List	Differentiate	Demonstrate	Construct	Create	Debate
Locate	Discuss	Dramatize	Debate	Design	Decide
Match	Distinguish	Employ	Detect	Develop	Defend
Name	Estimate	Elaborate	Diagram	Formulate	Determine
Point	Explain	Examine	Differentiate	Imagine	Estimate
Quote	Express	Exhibit	Distinguish	Improve	Evaluate
Recall	Fill out	Illustrate	Examine	Integrate	Gauge
Recite	Find	Interpret	Experiment	Invent	Grade
Record	Generalize	Modify	Explain	Generalize	Judge
Relate	Identify	Operate	Group	Manage	Justify
Repeat	Interpret	Practice	Inspect	Modify	Measure
Select	Locate	Predict	Inventory	Organize	Rank
Show	Predict	Relate	Order	Plan	Rate
State	Prepare	Restructure	Question	Predict	Recommend
Tabulate	Translate	Role play	Relate	Prepare	Revise
Tell	Recognize	Schedule	Separate	Prescribe	Score
Trace	Report	Shop	Solve	Produce	Select
Underline	Restate	Sketch	Summarize	Propose	Test
Write	Review	Solve	Survey	Relate	Validate
	Summarize	Transfer	Test	Set up	Value
		Use/Utilize		Specify	Verify

Verbs to use when writing objectives

Passive ⟶ Active

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	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Definition	Participants recall information or specific facts	Participants grasp the meaning of material	Participants apply information to a new context	Participants take information apart and identify relationships	Participants put things together in a new or creative way	Participants judge the value of something using the correct criteria
Examples	Participants will be able to list all the reasons babies wake up at night.	Participants will be able to explain what they do when their infant wakes up at night.	Participants will examine their opinions on when and how to introduce solid foods to babies.	Participants will compare why some babies sleep through the night at 2 months and others don't. Participants will then explain why their baby might wake up at night.	Participants will propose possible pros and cons of giving baby cereal in the bottle.	Participants will use the AAP guidelines to assess what their HCP says about the introduction of solids. Participants will evaluate how the guidelines apply to their family.

Passive ➤ **Active**

Engagement	**Passive:** Objectives focused on these levels of learning are less likely to engage participants. *Knowledge* and *comprehension* can be attained by simply reading materials or listening to lectures. *Application* involves taking something already learned and using it to solve new problems. Objectives from these levels may involve activities such as listening to a lecture, reading a handout, watching a video or a demonstration.	**Active:** Objectives focused on these levels of learning are most likely to engage participants because they inspire the participant to learn and create personal solutions. Objectives from these levels may involve activities with case studies, discussion questions, debates, peer instruction, problem based learning (here is the problem – how would you solve it), jig saw (putting the pieces together), pros and cons grids, confidence ruler/0-10 scale, trade off analysis, or menus/list of choices.