Action-Oriented Verbs to Use When Writing Learning Objectives for IHI Programs

After this presentation you (or participants) will be able to:

Good action words for objectives:

Achieve
Adapt
Address
Adopt
Analyze
Apply
Articulate
Assess
Build
Chart (a course for…)
Cite
Compare
Conduct
Consider
Contrast
Create
Decide
Define
Demonstrate
Describe
Design
Detect
Determine
Develop
Diagnose
Dialogue
Discuss
Distinguish (between…)
Employ
Engage
Establish
Evaluate
Examine
Explain
Explore
Focus (your work to…)
Harness
Highlight

Identify
Illustrate
Implement
Incorporate
Integrate
Interpret
Introduce
Leverage
List
Make
Manage
Outline
Perform
Plan
Present
Provide
Recognize
Review
Select
Share
Specify
Start
State
Stimulate
Summarize
Target
Teach
Use
Utilize

Bad words for objectives:

Acquire
Discover
Learn
Understand

Bloom's Taxonomy *

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions, since professors will characteristically ask questions within particular levels, and if you can determine the levels of questions that will appear on your exams, you will be able to study using appropriate strategies.

Competence	Skills Demonstrated
Knowledge	- observation and recall of information - knowledge of dates, events, places - knowledge of major ideas - mastery of subject matter *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	- understanding information - grasp meaning - translate knowledge into new context - interpret facts, compare, contrast - order, group, infer causes - predict consequences *Question Cues:* summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	- use information - use methods, concepts, theories in new situations - solve problems using required skills or knowledge *Questions Cues:* apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

Analysis	• seeing patterns • organization of parts • recognition of hidden meanings • identification of components • *Question Cues:* analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	• use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions • *Question Cues:* combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	• compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity • *Question Cues* assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize