**Creating Learning Objectives**

It is essential that learning objectives be written from the learner’s perspective. Objectives should clearly state what a participant will know or able to do as a result of attending an event or sessions.

**Step 1**

Learning objectives typically complete a statement.

At the end of this session, participants will be able to…

Or

Upon completion of the conference, participants should be able to…

**Step 2**

Connect the statement created in the previous step to an action verb. This word represents what the participant will be able to do or the action they will be able to undertake. Avoid using vague or abstract words such as believe, value, appreciate, be aware of, be familiar with etc.

*Examples:*

|  |  |  |
| --- | --- | --- |
| Assess | Analyze | Compare |
| Demonstrate | Diagnose | Differentiate |
| Explain | Establish | Identify |
| Integrate | Manage | Organize |
| Plan | Recommend | Select |

**Step 3**

End the sentence with the details of what the participant will be doing when they are demonstrating the action. The detail should be specific and refer to the outcome of the learning objective.

*Examples:*

**Personal Knowledge Management**

At the end of this session, participants will be able to

* identify skills related to the creation and use of knowledge that is relevant and important to them
* describe the knowledge transfer/translation process when dealing with information and
* apply methods that will allow for the creation, gathering, distribution and use of knowledge and information.

**Gap Analysis**

At the end of this session, participants will be able to

* understand the difference between subjective and objective needs assessment and the important of both
* utilize methods to identify the gap between current and desired skill/competency and
* access resources to assist in filling in areas where a gap in knowledge or skill has been identified.

Source: Royal College of Physicians and Surgeons of Canada website: 19 July 2007

**Lists of Verbs for Formulating Learning Objectives**

The following verbs have been found to be effective in formulating learning objectives:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1. Those that communicate knowledge:** | | | | | |
| **Information** |  |  |  |  |  |
| Cite | Identify | Quote | Relate | Tabulate | Count |
| Indicate | Read | Repeat | Tell | Define | List |
| Recite | Select | Trace | Describe | Name | Recognize |
| State | Update | Draw | Point | Record | Summarize |
| Write |  |  |  |  |  |
|  |  |  |  |  |  |
| **Comprehension** |  |  |  |  |  |
| Assess | Contrast | Distinguish | Review | Classify | Describe |
| Demonstrate | Estimate | Review | Translate | Compare | Differentiate |
| Estimate | Interpret | Compute | Discuss | Extrapolate | Report |
| Express | Predict | Interpolate | Restate | Associate |  |
|  |  |  |  |  |  |
| **Application** |  |  |  |  |  |
| Apply | Employ | Match | Relate | Sketch | Calculate |
| Examine | Operate | Report | Solve | Choose | Illustrate |
| Order | Restate | Translate | Complete | Interpolate | Practice |
| Review | Treat | Demonstrate | Interpret | Predict | Schedule |
| Use | Develop | Locate | Prescribe | Select | Utilize |
|  |  |  |  |  |  |
| **Analysis** |  |  |  |  |  |
| Analyze | Criticize | Diagram | Infer | Contract | Deduce |
| Debate | Differentiate | Inspect | Contrast | Detect | Experiment |
| Distinguish | Inventory | Separate | Question | Appraise | Measure |
|  |  |  |  |  |  |
| **Synthesis** |  |  |  |  |  |
| Arrange | Construct | Formulate | Organize | Produce | Assemble |
| Create | Generalize | Plan | Propose | Collect | Design |
| Integrate | Prepare | Specify | Combine | Detect | Manage |
| Prescribe | Validate | Compose | Document |  |  |
|  |  |  |  |  |  |
| **Evaluation** |  |  |  |  |  |
| Appraise | Critique | Evaluate | Rank | Score | Assess |
| Decide | Grade | Rate | Select | Choose | Determine |
| Judge | Recommend | Test | Compare | Estimate | Measure |
| Revise |  |  |  |  |  |
|  |  |  |  |  |  |
| **2. Those that impart skills:** | | | | | |
| Demonstrate | Hold | Massage | Pass | Visualize | Diagnose |
| Integrate | Measure | Write | Diagram | Internalize | Operate |
| Project | Empathize | Palpate | Record | Listen |  |
|  |  |  |  |  |  |
| **3. Those that convey attitudes:** | | | | | |
| Acquire | Exemplify | Plan | Reflect | Transfer | Consider |
| Modify | Realize | Revise |  |  |  |
|  |  |  |  |  |  |
| **These words are better avoided** | | | | | |
| Appreciate | Have faith in | Know | Learn | Understand | Believe |

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