

Guidelines for Writing Educational Objectives

Educational objectives are typically short, specific statements that describe what the learner will be able to obtain from a presentation or course. Objectives describe the planned outcome of the presentation or the course.

Educational objectives should be written with action verbs that are precise and measurable. Eg. ask yourself, “what will the participant **be able to do** when the objective has been achieved?” The statement, “The participant will be able to understand the five key principles of infection control” is not an adequate objective, because it is open to interpretation and is not quantifiable. The statement, “The participant should be able to outline five key principles of infection control” is a satisfactory objective.

A well-stated behavioral objective contains three key elements:

1. **Statement of outcome:** “Participant should be able to predict the route of metastatic spread.”
2. **Conditions or circumstances under which the statement is to be achieved:** “Given a pediatric patient with surgical condition.....” or “based on the preliminary diagnosis of”
3. **Level of achievement:** “List three factors leading to coronary disease” or “Given five possible therapies for hypertension, outline at least three of them” or “Be able to diagnose with 85% accuracy....”

Action Verbs *(Bloom's/Anderson & Krathwohl's Taxonomy – Cognitive Domain)*

	<u>Understand</u>	<u>Apply</u>	<u>Analyze</u>	<u>Evaluate</u>	<u>Create</u>
<u>Remember</u>	Explain ideas and	Use information in	Draw connections	Justify a stand or	Produce new or
Recall facts and basic concepts	concepts	new situations	among ideas	decision	original work
Define	Choose	Apply	Analyze	Appraise	Arrange
Identify	Cite	Demonstrate	Appraise	Assess	Assemble
List	Demonstrate	Dramatize	Calculate	Choose	Collect
Name	Describe	Employ	Categorize	Compare	Compose
Recall	Determine	Generalize	Compare	Critique	Construct
Recognize	Differentiate	Illustrate	Conclude	Estimate	Create
Record	Discriminate	Initiate	Contrast	Evaluate	Design
Relate	Discuss	Interpret	Correlate	Judge	Develop
Repeat	Explain	Operate	Criticize	Measure	Devise
	Express	Operationalize	Deduce	Rate	Formulate

Underline	Give	Practice	Debate	Revise	Manage
	Identify	Relate	Detect	Score	Modify
	Interpret	Schedule	Determine	Select	Organize
	Locate	Shop	Develop	Test	Plan
	Pick	Use	Diagram	Validate	Prepare
	Practice	Utilize	Diagnose	Value	Produce
	Report		Differentiate		Propose
	Respond		Distinguish		Predict
	Restate		Draw conclusion		Reconstruct
	Review		Estimate		Set-up
	Recognize		Evaluate		Synthesize
	Select		Examine		Systematize
	Simulate		Experiment		
	Tell		Identify		
	Translate		Infer		
			Inspect		
			Inventory		
			Predict		
			Question		
			Relate		
			Solve		
			Test		

References

Bloom, B.S. and Krathwohl, D. R. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals, by a committee of college and university examiners. Handbook I: Cognitive Domain*. NY, NY: Longmans, Green.