

A **learning objective** is a statement that describes the **knowledge, skills, and/or attitudes** that participants **will gain** from the educational activity.

When developing objectives, ask these questions:

1. What should the result of the educational activity be for participants?
2. What should the participant be able to do?
3. What should the participant know?

How to Write Learning Objectives

Learning objectives should...

- Consist of 1 to 3 objectives
- Be congruent with the identified gaps
- Reflect the CME mission of the organization, with a minimum of *improving competence*
- Be in a learner-centric format versus a faculty or instruction-centric format
- Be measurable (*e.g. do not use understand, know, etc. as these are not measurable verbs*)
- Consist of only 1 action or outcome
- Begin with, ***“Upon completion of this learning activity, participants should be able to...”***
- **Examples**
 - *Upon completion of this learning activity, participants should be able to recognize the clinical presentations of HAE and how to distinguish it from histamine-mediated angioedema.*
 - *Upon completion of this learning activity, participants should be able to manage exacerbations in patients with asthma/COPD overlap syndrome (ACOS), and assess when (and if) such patients should be referred to another specialist for further care.*

Why develop learning objectives?

Through the Accreditation Council for Continuing Medical Education (ACCME), the organization is an accredited provider of continuing medical education (CME). As an accredited provider, your organization is responsible for ensuring that all CME programs have learning objectives to:

1. Guide the design & development of the educational activities
2. Provide clear expectations for the educational activity to the learners, and
3. Provide measurable outcomes in terms of **knowledge, competence** (*knowledge in action*), and/or **performance** (*what one does in practice*).

Verbs to Use: Bloom’s Taxonomy

The verb list on the next page has been found to be effective in formulating learning objectives; they are from Bloom & Krathwohl’s (1956) Bloom’s Taxonomy. A helpful resource on writing learning objectives can be found here: <http://www.naacls.org/docs/announcement/writing-objectives.pdf>

Knowledge		Competence		Performance				Avoid
INFORMATION	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION	SKILLS	ATTITUDES	AVOID (unmeasurable)
choose	associate	adapt	analyze	arrange	appraise	diagnose	acquire	appreciate
cite	clarify	apply	appraise	assemble	approve	empathize	consider	approach
count	classify	calculate	audit	build	assess	hold	exemplify	become
define	compare	catalogue	break down	collect	choose	integrate	modify	believe
describe	compute	chart	calculate	combine	conclude	internalize	plan	grasp the significance of
draw	contrast	complete	categorize	compile	confirm	massage	realize	grow
identify	convert	compute	certify	compose	criticize	measure	reflect	improve
indicate	describe	consolidate	compare	conceive	critique	palpate	transfer	increase
label	diagram	demonstrate	contrast	construct	diagnose	pass		know
list	differentiate	develop	correlate	create	estimate	percuss		learn
locate	discuss	employ	criticize	design	evaluate	project		thinks critically
match	distinguish	examine	debate	detect	generalize	visualize		understand
name	draw	extend	deduce	devise	grade			
point	estimate	generalize	defend	discover	judge			
quote	explain	illustrate	detect	draft	justify			
read	express	infer	diagram	formulate	measure			
recall	extrapolate	interpolate	differentiate	generate	prioritize			
recite	identify	interpret	discriminate	integrate	prove			
recognize	interpolate	locate	distinguish	make	rank			
record	interpret	manipulate	examine	manage	rate			
relate	locate	modify	experiment	organize	recommend			
repeat	outline	operate	infer	plan	research			
retrieving	paraphrase	order	inspect	predict	resolve			
select	predict	practice	inventory	prepare	revise			
state	report	predict	investigate	prescribe	rule on			
tabulate	restate	prepare	question	produce	score			
tell	review	produce	question	propose	select			
trace	sort	relate	reason	reorder	support			
write	summarize	report	separate	reorganize	test			
	transfer	restate	solve	set up	validate			
	translate	review	summarize	specify				
		schedule	survey	structure				
		sketch	test	synthesize				
		solve	uncover					
		submit	verify					
		tabulate						
		transcribe						
		translate						
		use						
		utilize						