## **R1: Developing Learning Objectives**

Resource developed at the University of Ottawa.

**Sample of a possible invitation to a presenter**

Dear colleague,

Thank you for agreeing to participate in our Continuing Professional Development program. Please review the description of our program, the targeted learners and the topic we would like you to be responsible for.

Then, please write two or three learning objectives that will be appropriate for your learning activity.

If you have received some suggested learning objectives and you feel that the learning objectives do not describe what you feel is correct, we suggest that you make changes or revisions depending on your session content and goals, based on the needs of your target audience.

Before doing so, please refer to the following information concerning learning objectives.

This information outlines the format required for accreditation of the program and could save you time in re-revising the learning objectives.

Thank you.

The planning committee for XYZ

**Writing Learning Objectives for a CPD Program**

Required:

• Determine learning objectives for the overall program and individual sessions

**Definition:**

**• A learning objective is a description of the skills, abilities and/or attitudes expected of the participant by the end of the program, session or learning activity.**

*NOT:*

*“What would you like to* ***teach*** *your participants by the end of your session?”*

***Common errors are:*** *using fuzzy words such as understand, know, appreciate, value etc. In essence, learning objectives should describe what the participant will be able to DO at the end of the session or what they will be able to DEMONSTRATE.*

***Bloom’s Taxonomy: Specific and Observable Words to Express Learning Objectives***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** |
| Choose  | Classify  | Apply  | Analyze  | Appraise  | Adapt  |
| Define  | Compare  | Administer  | Arrange  | Argue  | Anticipate  |
| Identify  | Contrast  | Build  | Assume  | Assess  | Build  |
| Label  | Demonstrate  | Choose  | Categorize  | Choose  | Change  |
| List  | Describe  | Construct  | Classify  | Compare  | Combine  |
| Match  | Explain  | Demonstrate  | Compare  | Conclude  | Compile  |
| Name  | Extend  | Develop  | Contrast  | Critique  | Compose  |
| Recall  | Illustrate  | Experiment  | Correlate  | Deduce  | Construct  |
| Relate  | Infer  | with  | Dissect  | Defend  | Create  |
| Select  | Interpret Outline Relate Rephrase Show Summarize Translate  | Identify Illustrate Interview Make use of Model Organize Plan Practice Select Solve Utilize  | Distinguish Divide Examine Infer Inspect List relationships Simplify Survey  | Determine Diagnose Estimate Evaluate Interpret Judge Justify Measure Prioritize Prove Rate Recommend Score  | Design Develop Diagram Elaborate Estimate Formulate Imagine Improve Invent Model Modify Originate Plan Predict  |

**THE SINISTER SIXTEEN**

**VERBS THAT ARE PASSIVE, INTERNAL AND/OR OTHERWISE UNOBERVABLE**

These are common verbs and phrases that we see in learning outcomes that are all unacceptable. Please **do not** use these:

1. Understand
2. Appreciate
3. Comprehend
4. Grasp
5. Know
6. See
7. Accept
8. Have a knowledge of
9. Be aware of
10. Be conscious of
11. Learn
12. Perceive
13. Value
14. Get
15. Apprehend
16. Be familiar with