

VERBS FOR USE IN WRITING LEARNING OBJECTIVES

KNOWLEDGE <i>Recall of information</i>	COMPREHENSION <i>Interpret information in one's own words</i>	APPLICATION <i>Use knowledge or generalization in a new situation</i>	ANALYSIS <i>Break down knowledge into parts and show relationships among parts</i>	SYNTHESIS <i>Bring together parts of knowledge to form a whole and build relationships for new situations</i>	EVALUATION <i>Make judgments on basis of given criteria</i>
Define List Recall Name Recognize State Repeat Record Label Arrange Duplicate Match Memorize Order Relate Reproduce	Discuss Describe Explain Identify Translate Restate Recognize Express Locate Report Tell Convert Distinguish Estimate Indicate Select Sort	Compute Demonstrate Illustrate Operate Perform Interpret Apply Employ Use Practice Schedule Sketch Prepare Modify Predict Extrapolate Manage Choose Solve	Distinguish Analyze Differentiate Compare Contrast Categorize Appraise Calculate Test Diagram Inspect Question Relate Solve Examine Classify Deduce Outline Inventory Experiment Discriminate	Diagnose Propose Design Manage Hypothesize Summarize Compose Plan Formulate Arrange Assemble Collect Construct Create Organize Prepare Modify Invent Generate Set up Synthesize Write	Evaluate Assess Justify Appraise Rate Revise Score Select Choose Estimate Measure Argue Decide Criticize Attack Defend Judge Predict Support Value

Verbs **NOT** to use when writing Learning Objectives

Comprehend	Think
Appreciate	Advise
Participate	Comment on
Be familiar with	Sympathise with
Teach	Be acquainted with
Understand	Find
Be aware of	Maintain
Remember	Give an account of
Review	Have knowledge of
Perceive	Know
Assist	Be conscious of

Table 1. Bloom's hierarchy of learning, and the associated learning outcomes. As one progresses from Knowledge through the other levels to Evaluation, you advance through higher levels of learning, which require more complex cognitive processes. (based on Taxonomy of Educational Objectives, Cognitive Domain Bloom et al 1956)

Level		Typical learning outcome
Knowledge	This is the recall of information and facts	define ; describe; enumerate; examine; identify; label; list ; name; recall, quote; reproduce; select; show; state; tabulate.
Comprehension	This is the grasping of meaning	contrast; convert; describe ; differentiate; discuss ; distinguish; estimate; extend; generalizes; give examples; interpret; paraphrase; predict; summarize, explain , identify , locate .
Application	This is being able to use information in new situations.	apply ; assess; calculate; compute; construct; control; demonstrate ; determine; develop; establish; examine; illustrate ; modify; relate; show; solve, interpret , operate .
Analysis	This is being able to break down information and knowledge into parts to understand the structure and then make inferences and conclusions.	analyse; classify; compare ; connect; divide; explain; infer; order; separate; distinguish , test , contrast , debate .
Synthesis	This is more than analysis it is being able to create and combine enabling deductions to be made	adapt; anticipate; compare; compose ; contrast; create ; design ; devise; formulate; generalize; generate; integrate; model; modify; plan; manage , reconstructs; revise; structure; synthesize; validate.
Evaluation	This is being able to judge the value of theory, make choices on reasoned argument. Being able to discriminate between ideas	assess ; compare; conclude; criticize; critique; decide; discriminate; evaluate; interpret; judge ; justify; recommend; reframes; select; summarise; support; rate, revise, estimate .