Writing Effective Learning Objectives

Typically, once you know the purpose of the activity/session(description), it should then have 3-6 learning objectives to help learners know what they should be able to do by the end of a session or activity. Learning objectives should clearly state, in measurable terms, the behavior or attitude the learner is expected to adopt upon completion of the activity. Use the TACT (Target, Action, Context, and Time) model to ensure that your objectives are specific and measurable.
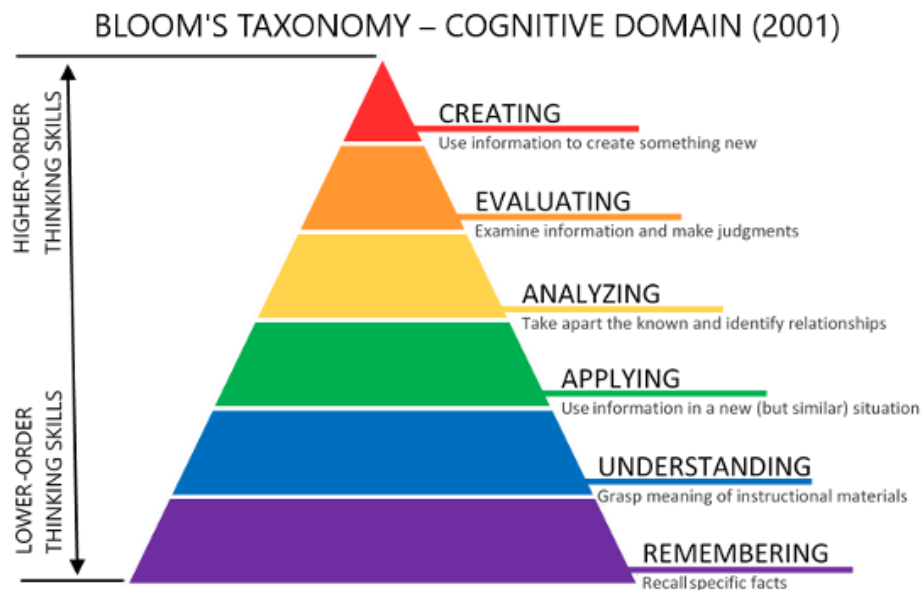
TACT Model Explained:

T= Target	Who is your audience? Describe the intended learner.	Physicians, nurses, and allied health professionals
A= Action	What behavior or attitude change is required as a result of your session? Use Blooms Taxonomy actionable verbs (see information below).	Effectively utilize SBAR techniques
C= Context	Where is the behavior or attitude change taking place? Describe the condition (materials and/or environment) under which the performance is to be demonstrated (e.g., clinical environment, simulation).	During patient handovers in clinical settings
T= Time	What is the timeframe to demonstrate behavior or attitude change, if applicable?	Within the next month

LEARNING OBJECTIVE BUILDER Template

- "After this session, **[TARGET AUDIENCE]** will be able to **[ACTION VERB] [CONTENT/SKILL]** in **[CONTEXT]** by/within **[TIME]**."

- **Example:** "After this session, healthcare professionals will be able to effectively utilize SBAR techniques during patient handovers in clinical settings within the next month."

BLOOM'S TAXONOMY

BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)

HIGHER-ORDER THINKING SKILLS

CREATING
Use information to create something new

EVALUATING
Examine information and make judgments

ANALYZING
Take apart the known and identify relationships

APPLYING
Use information in a new (but similar) situation

UNDERSTANDING
Grasp meaning of instructional materials

REMEMBERING
Recall specific facts

LOWER-ORDER THINKING SKILLS

Bloom's Taxonomy outlines the types of knowledge and thinking skills learners are expected to develop, organized into six levels—from basic recall to complex tasks like evaluating and creating. This hierarchy helps Activity Planners design learning experiences that foster deeper understanding and skill development. To write effective learning objectives, it's important to define not just what learners should know, but how they will demonstrate it. Bloom's action verbs make objectives clear, measurable, and aligned with the appropriate level of cognitive demand.

BLOOM'S TAXONOMY ACTION WORDS:

Cognitive Level	Sample Action Verbs
Creating	Assemble, generate, construct, design, develop, formulate, rearrange, rewrite, organize, devise
Evaluating	Appraise, argue, defend, judge, select, support, evaluate, debate, measure, select, test, verify
Analyzing	Compare, contrast, criticize, differentiate, discriminate, question, classify, distinguish, experiment
Applying	Demonstrate, dramatize, interpret, solve, use, illustrate, convert, discover, discuss, prepare
Understanding	Interpret, exemplify, classify, summarize, infer, compare, explain, paraphrase, discuss
Remembering	Define, duplicate, list, memorize, repeat, reproduce.

RESOURCES

- Bloom's Taxonomy graphic description. (n.d.). Center for Instructional Technology and Training - University of Florida.
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- Harrow, Anita J. (1972). A Taxonomy of the Psychomotor Domain: A Guide for Developing Behavioral Objectives. New York: David McKay Co.
- Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1964). Taxonomy of educational objectives: The classification of educational goals, Handbook II: Affective domain. New York: David McKay Co.
- Simpson, E. J. (1972). The classification of educational objectives in the psychomotor domain: The psychomotor domain. Vol. 3. Washington, DC: Gryphon House.

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