

Objective Development Tool

Not only will this chart help you write appropriate learning objectives, it will also help you select appropriate instructional strategies and give you suggestions for suitable discussion questions. The new levels focus on the content of the training, not the experience and education of the trainer.

- Verbs may appear at more than one level. When writing learning objectives and planning content, trainers may incorporate verbs from a lower level, but would not use verbs from a higher level.
- When determining the level of training, consider the **primary** or **predominant** emphasis of the content and learning objectives.

Level 1: Introductory/Awareness			Level 2: Intermediate/Application			Level 3: Advanced/Mastery		
Verbs to Use When Writing Learning Objectives Based on Bloom's Taxonomy of Educational Objectives								
lower order thinking skills						higher order thinking skills		
Ask	Label	Summarize*	Adapt	Draw*	Teach	Appraise*	Forecast	Value
Calculate*	List*	Tell	Analyze	Examine	Test	Argue	Formulate	Verify
Choose*	Locate	Translate*	Apply	Execute	Translate*	Assemble	Hypothesize	Weigh
Cite	Match		Appraise*	Explain*	Use	Assess	Imagine	Write
Clarify	Memorize		Calculate*	Experiment*		Choose*	Improve	
Classify*	Name		Categorize	Implement		Conclude	Infer	
Compare*	Observe		Change	Interpret*		Compare*	Invent	
Convert	Paraphrase		Choose*	Investigate		Construct*	Judge	
Define*	Predict*		Classify*	List*		Contrast*	Justify	
Demonstrate*	Recall		Compare*	Make		Create	Plan	
Describe	Recite		Complete	Manipulate		Criticize	Predict*	
Discuss*	Recognize		Compute	Modify		Critique	Prepare	
Distinguish*	Relate		Construct*	Order		Debate	Prioritize	
Draw*	Repeat		Contrast*	Organize		Decide	Produce*	
Duplicate	Report		Criticize	Practice		Defend	Propose	
Explain*	Reproduce		Deconstruct	Produce*		Determine	Rate	
Find	Represent		Deduce	Put together		Design	Recommend	
Find information	Research		Demonstrate*	Question		Develop	Revise	
Generalize	Review		Differentiate	Show		Discuss*	Select*	
Give examples	Restate/Retell		Discriminate	Solve		Estimate	Summarize*	
Identify	Select*		Distinguish*	Subdivide		Evaluate	Support	
Interpret*	State		Dramatize	Take apart		Experiment*	Tell why	

*Verb appears at more than one level

Instructional Methods to Consider

Level 1: Introductory/Awareness			Level 2: Intermediate/Application		Level 3: Advanced/Mastery	
lower order thinking			higher order thinking			
Analogies	Reports		Case Studies	Role Play	Analyze	Projects
Assessment	Review		Critical incidents	Sketches	Appraisals	Simulations
Discussion	Test		Demonstrations	Simulations	Case studies	
Examples	Writing		Discussion	Teach-back	Constructs	
Illustrations	Lecture		Exercises	Test	Creative exercises	
Learner Presentations	Video/audio		Practice		Critiques	
Lecture	Visuals		Projects		Develop plans	
Presentations			Problems		Discuss	
Questions			Questions		Exercises	

Questions to Stimulate Participant Thinking

Level 1: Introductory/Awareness			Level 2: Intermediate/Application		Level 3: Advanced/Mastery	
Lower order thinking			higher order thinking			
Who, what, where, when, how...? Can you name...? Describe what happened after... Which is true or false?	Who, what, where, when, how...? Can you write in your own words? How would you explain? What was the main idea? Can you clarify...?	Describe in your own words... How are these ideas different? Explain what happened next.	Demonstrate the way to... What would you change? How is... example of...? How is ...related to...? Why is...significant? Do you know of another instance where...? What questions would you ask of...?	What are the parts or features of...? How does...compare or contrast with...? What evidence can you list for...? What patterns/trends do you see? How is ...similar to...? What do you see as other possible outcomes? What are some problems of...?	What ideas can you add to...? What solutions would you suggest for...? What do you think the outcome/solution should be and why? How might... affect...? What are the exceptions? Can you defend your position of...? Who will gain and who will lose? Judge the value of...	Can you design a ... to...? Can you see a possible solution to...? If you had access to all resources, how would you deal with...? How many ways can you...? Can you develop a proposal which would...?

Instructional Materials/Situations to Consider

Level 1: Introductory/Awareness			Level 2: Intermediate/Application		Level 3: Advanced/Mastery	
Analogies	Outlines		Arguments	Organizations	Art	Recommendations
Bulletin Boards	People		Classifications	Problems	Court trials	Reports
Cartoons	Posters		Conclusions	Puzzles	Creations	Rules
Diagrams	Recordings		Demonstrations	Questionnaires	Debates	Self-evaluations
Drama	Speech		Diagrams	Reports	Discussions	Simulations
Definitions	Stories		Displays	Routines	Drama	Songs
Events			Dramatization	Rules	Editorials	Speculations
Graphs			Forecasts	Surveys	Experiments	Standards
Magazine articles			Graphed information	Systems	Games	Values
Media presentations			Illustrations		Group discussions	
Newspapers			Models		Inventions	

Potential Activities

Level 1: Introductory/Awareness			Level 2: Intermediate/Application		Level 3: Advanced/Mastery	
Cut out or draw pictures	Prepare a flow chart of steps	Write a list of any pieces of information you can remember	Conduct an investigation of your own on the subject	Take photographs to demonstrate a particular point	Conduct a debate on an issue	Use your imagination to invent a machine to do something better or to improve a process
Illustrate the main idea/concept	Retell in your own words	Write a summary report	Construct a graph	Write and/or perform a commercial	Create a new product for the topic and then devise a marketing strategy	Write about your feelings on the subject
Make an acrostic			Construct a model	Write a report on the subject	Design a CD, book or magazine cover for the topic	Write letter to discuss changes needed
Make a cartoon strip of steps			Design a market strategy		Design floor plans, centers, outdoor areas	Sell an idea
Make a chart			Design a questionnaire to gather additional information		Devise a new way to do something	
Make a facts chart			Make a clay model		Form a panel to discuss views	
Make a list			Make a diorama		Make a booklet about 5 things you see as important to convince others	
Make a timeline			Make a scrapbook		Prepare a list of criteria to judge a process	
			Make up a puzzle game		Present your point of view	
			Put on a play about the study area		Remember to indicate priorities and ratings	

Teachers.net/lessons/post/355.html www.teachers.ash.org.au/researchskills/dalton.htm

www.lgc.peachnet.edu/academic/educatn/Blooms/critical_thinking.htm

Dalton J. and Smith. D (1986) *Extending Children's Special Abilities – Strategies for Primary Classrooms*

Revised Blooms Taxonomy – Verbs, Materials/situations that require this level of thinking, Potential activities and products - Google images 2014 <<http://img.docstoccdn.com/thumb/orig/28414619.png>>

All learning objectives must:

- Be written from the perspective of what the participant is expected to learn in the training
- Be clearly stated, realistic, and measurable
- Help the participant understand the content proposed
- Allow the trainer to be able to determine that the learning objectives are met while participants are in the training session
- Be in logical and sequential order
- Drive the training session

A statement of a learning objective contains a verb (an action) and an object (usually a noun)

- The verb generally refers to (actions associated with) the intended cognitive process
- The object generally describes the knowledge students are expected to acquire or construct. (Anderson and Krathwohl, 2001, pp. 4-5)

An example is: *Students will be able to identify (verb) the steps (object) for hand washing.*

Adapted with permission, The Ohio Child Care Resource and Referral Association (OCCRRA), 2008.

Revised Blooms Taxonomy – Verbs, Materials/situations that require this level of thinking, Potential activities and products - Google images

www.celt.iastate.edu/teaching/RevisedBlooms1.html

Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrick, M.C. (2001).

A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of Educational Objectives (Complete edition). New York: Longman.