

Objective Writing Guidelines

Education theorist Benjamin Bloom identified six levels of critical thinking from the simple recall or recognition of facts, at the lowest level, through increasingly more complex and abstract tasks culminating in evaluation. Verb examples that represent intellectual activity on each level are listed here. These verbs are excellent for use in the development and crafting of learning objectives that are dynamic and accurately express what a learner is expected to do.

Please use the following guidelines to write learner objectives:

- Ask yourself: As a result of completing this chapter/section (or attending the session), what should the learner/attendee know or be able to do?
- Write at least one objective per major topic of the presentation. Keep in mind that the topic was covered because it was considered something that the learner needed to know or be able to do to be competent in the field of healthcare finance or the specialty addressed by the course/session. Typically, objectives should go beyond asking the learner to define a word or list a set of characteristics, unless that objective is really critical to demonstrating competence in the field.
- The objectives should be written such that the outcome is measurable. It is difficult to measure "knowledge" or "understanding". Instead, ask what the learner would be able to do if they knew or understood something. You can use verbs such as those listed below. They are listed according the level of competence, e.g., does the learner need to be able to merely know about something, be able to show they comprehend a concept, be able to apply a concept or analyze data, etc. As you select the actions verb, focus on what you want the learner to really be able to do.
 - ***Knowledge***: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state
 - ***Comprehension***: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate
 - ***Application***: apply, choose, demonstrate, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write
 - ***Analysis***: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
 - ***Synthesis***: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write
 - ***Evaluation***: appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict, rate
- The objectives should be attainable for the learner. Please do not request the learner to accomplish something the course/session does not cover or is beyond the information/tools provided with in the course. Be realistic with the expected outcome, i.e., the objective.