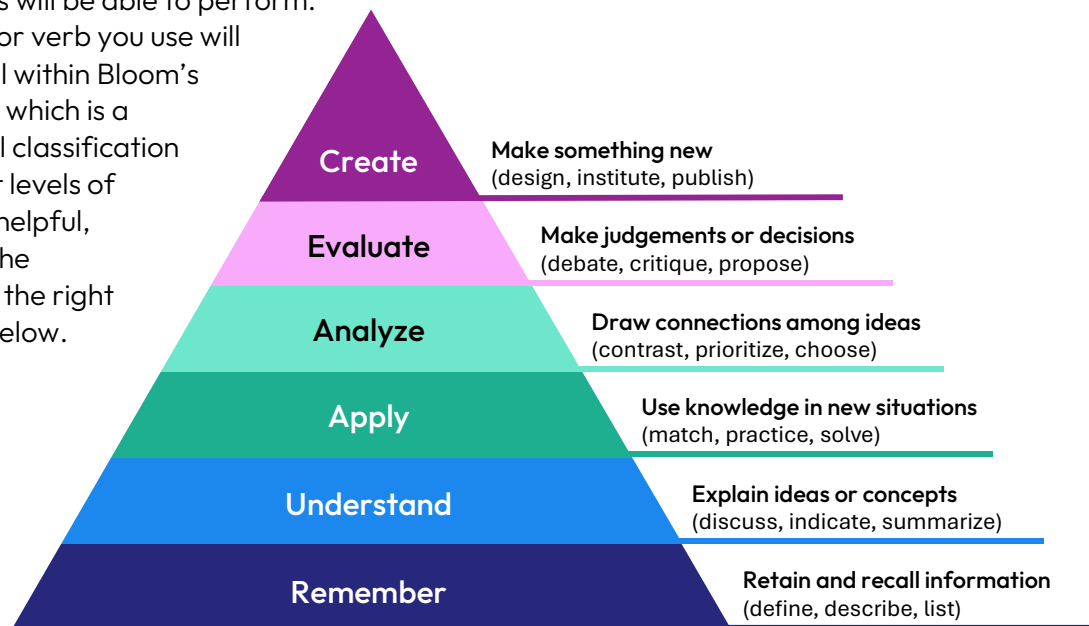


Tips for Writing Learning Objectives

When developing your presentation proposal, you will be asked to develop three learning objectives. A learning objective describes what participants will know or be able to do as a result of participating in the session. These objectives will be considered when determining whether or not to approve your session proposal. Edits to the objectives may be requested throughout the review process and, once finalized, will be shared with Training Workshop participants.

Every learning objective statement will begin in the same way: **“After participating in this session, participants will be able to...”**. This will be followed by a verb describing the action the participants will be able to perform.

The action or verb you use will typically fall within Bloom’s Taxonomy, which is a hierarchical classification of different levels of thinking. If helpful, reference the diagram to the right and table below.



Remember

Arrange	Choose	Highlight
Identify	Label	Name
Recite	Recognize	State

Understand

Annotate	Comment	Explain
Express	Illustrate	Infer
Interpret	Report	Review

Apply

Collect	Compose	Develop
Edit	Organize	Restate
Select	Share	Show

Analyze

Categorize	Classify	Differentiate
Distinguish	Examine	Integrate
Organize	Separate	Structure

Evaluate

Coach	Defend	Hypothesize
Judge	Moderate	Rate
Recommend	Review	Verify

Create

Budget	Compose	Conceive
Direct	Envision	Estimate
Make Up	Produce	Strategize

If you are unsure what that verb to choose, consider the following questions:

- What key learnings will the participants take away from the session?
- What might the session content inspire participants to do?
- How will participants be able to apply the session's key learnings?
- What will participants be able to do once they return home?

Once you have identified what you hope participants will know or do as a result of attending your session, consider the following tips for writing effective learning objectives.

1. **Spell Out Acronyms.** Make sure that the learning objectives do not include acronyms by spelling out abbreviations.
2. **Make Learning Objectives Specific.** Ensure that each learning objective references one action that is measurable, precise, and clear.
3. **Avoid Lists of Activities.** Do not list the activities that participants will do during the session but rather focus on what participants will be able to do as a result of these activities.
4. **Make Learning Objectives Concise.** Use clear and short language that enables you to quickly communicate the purpose of your session and entice participants to attend.

To demonstrate how to write learning objectives using the tips, review the examples below:

Example 1

Poorly-Written Learning Objective: After participating in this session, participants will be able to understand and comprehend the PCTI approach.
(Includes acronyms, references more than one action that is broad)

Well-Written Learning Objective: After participating in this session, participants will be able to list the 10 principles of the person-centered, trauma-informed approach.
(Spells out acronyms, references a specific and measurable action)

Example 2

Poorly-Written Learning Objective: After participating in this session, participants will have completed a group discussion and matching exercise and thus be able to write recruitment or hiring policies and protocols that integrate the person-centered, trauma-informed approach into standard operating procedures.
(lists session activities, wordy)

Well-Written Learning Objective: After participating in this session, participants will be able to write person-centered, trauma-informed recruitment policies.
(does not list activities, uses clear and concise language)

References

American Society of Health-System Pharmacists. (2020). *Tips for Writing Learning Objectives*.
<https://www.ashp.org/-/media/assets/meetings-events/docs/tips-for-writing-learning-objectives.ashx>

Association of American Medical Colleges. (2016). *Writing Learning Objectives*.
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