

## Writing Learning Objectives

**There are two important considerations when writing learning objectives:**

- 1) Learning Objectives need to be written in such a way that they describe the level of learning accurately.
- 2) They need to map directly to course assessments (exams, papers, discussions that are evaluated, etc.) so that the outcomes can be measured.

**Verbs to use when writing learning objectives:**

Bloom's Taxonomy of Learning Objectives Revised (adapted from Anderson and Krathwohl, 2001)

Cognitive processes	Sample verbs associated with the learning activity
Remember	know, define, identify, recognize
Understand	explain, illustrate, conclude, discuss
Apply	interpret, translate, calculate, use
Analyze	examine, compare, investigate, categorize
Evaluate	judge, assess, compare, validate
Create	compose, formulate, design, construct

**Sample Learning Objectives:**

Freshman/Sophomore level: Students will be able to explain the difference between in-situ and ex-situ conservation methods. (Assessments: term papers, class discussions, field trip to research institute.)

Junior/Senior level: Students will be able to compare and evaluate the financial implications of in-situ versus ex-situ conservation practices. (Assessment: presentation of cases studies.)

Graduate level: Students will be able to design cost effective in-situ and ex-situ conservation plans. (Assessment: formal presentation before a faculty panel.)

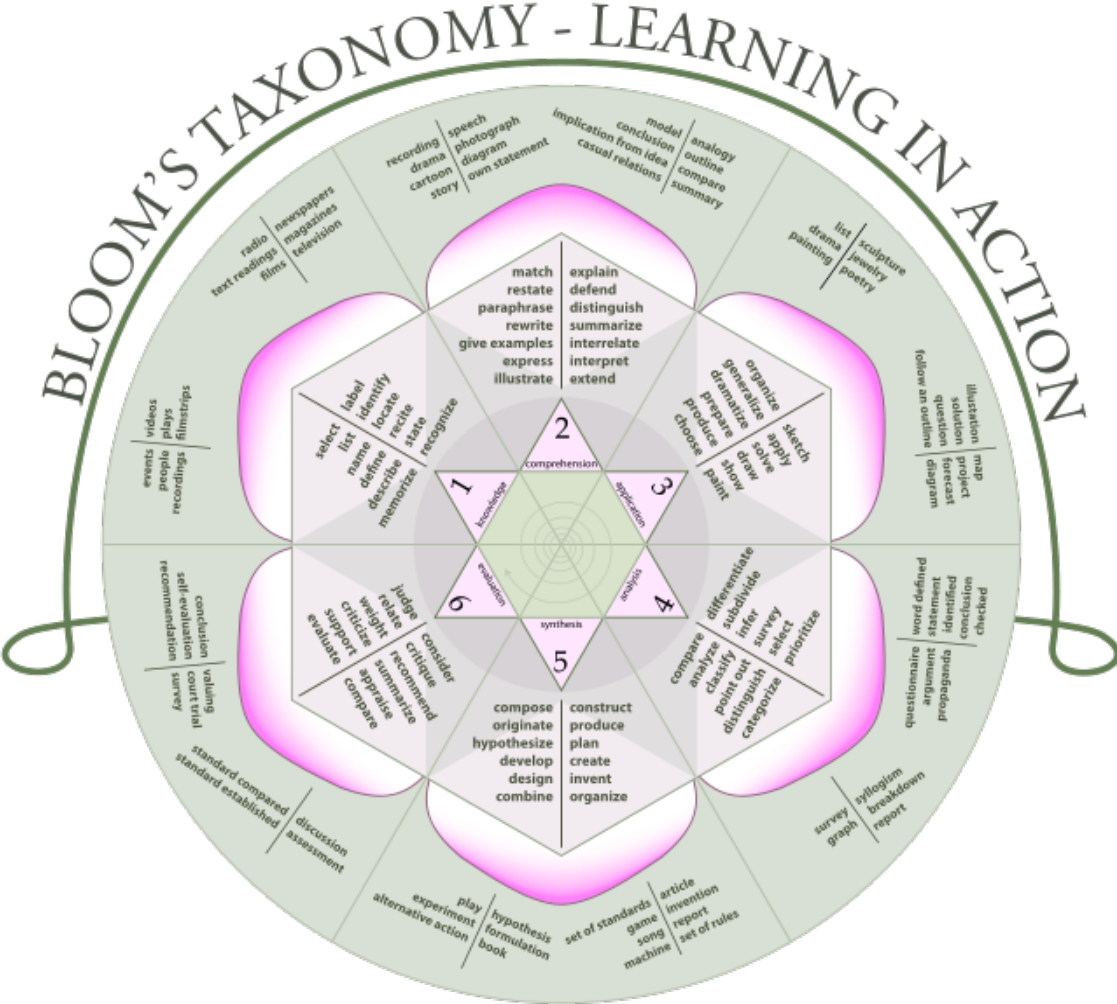
*One way to do this is in a table format:*

Learning Objective	Direct Measure	Indirect Measure
Students will be able to explain the difference between in-situ and ex-situ conservation methods.	Term paper on in-situ conservation; Term paper on ex-situ conservation	Class discussion; field trip to Smithsonian

*Another way:*

Students will be able to explain the difference between in-situ and ex-situ conservation methods through research papers and class presentations.

Blooms Taxonomy in a pretty format! Use as wallpaper or to decorate your office:



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