## Learning Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Learning Resources</th>
<th>Evidence (Evaluation)</th>
<th>Validation</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you want to learn or develop?</td>
<td>How are you going to learn it? - Techniques and tools</td>
<td>What evaluation method? Who will evaluate it?</td>
<td>What are the criteria to prove you learned it?</td>
</tr>
</tbody>
</table>
Learning Objectives Evaluation Guide

Some questions which may assist the student, peer consultant, and preceptors in reviewing and testing the adequacy of the Learning Objectives.

a) Concerning the competencies and Performance Objectives

Are the student’s objectives congruent with the university's and facility's performance objectives?

Do the objectives address those performance objectives identified by the school as being appropriate and considered feasible by the facility?

b) Concerning the Learning Strategies and Resources:

Do the strategies and resources reflect the uniqueness of the clinical setting?

Do the strategies and resources reflect the personal learning interests of the student?

Are the methods and techniques proposed for making use of the resources the most effective possible?

Are the resources proposed for each objective the most authoritative, reliable and feasible available?

Are there other resources, especially human resources that should be considered?

Are the people resources varied? Are the written resources current and relevant?

c) Concerning the Evidence of Accomplishment:

Is the evidence proposed for each objective clearly congruent with that objective?

Is it the best evidence possible? Will it be convincing to the supervisor?

Do the evidences demonstrate variety and creativity?

Are there other evidences that might be considered?

Are the evidences to be submitted at intervals throughout the clinical experience?

d) Concerning the Evaluation Criteria and Means for Validating the Evidence

Are the criteria proposed for judging the evidence congruent with the Learning Objective?

Are the criteria clearly stated and can they be applied?

Should other criteria be considered?

Do the means proposed for judging the evidence by these criteria seem appropriate, feasible, and convincing?

Should other means be considered?

Are the persons chosen to judge the evidence the most credible available?

Adapted from:


**USEFUL VERBS FOR WRITING LEARNING OBJECTIVES**

**COGNITIVE INSTRUCTIONAL OBJECTIVES**

### RECALL – COMPREHENSION

- Define
- Repeat
- Record
- List
- Recall
- Name
- Describe
- Locate
- Relate
- Recognize
- Report
- Repeat
- Translate
- Explain
- Review
- List
- Restate
- Express
- Generalize
- Recall
- Discuss
- Identify
- Summarize

### APPLICATION – ANALYSIS

- Interpret
- Apply
- Employ
- Use
- Demonstrate
- Predict
- Produce
- Illustrate
- Schedule
- Sketch
- Distinguish
- Analyze
- Differentiate
- Appraise
- Compute
- Interpret
- Calculate
- Experiment
- Discover
- Test
- Question
- Analyze
- Compare
- Relate
- Contrast
- Solve
- Differentiate
- Criticize
- Examine
- Appraiser
- Diagram
- Categorize

### SYNTHESIS EVALUATION

- Discriminate
- Compose
- Plan
- Propose
- Design
- Formulate
- Arrange
- Modify
- Compile
- Devise
- Assess
- Manage
- Collect
- Construct
- Create
- Set Up
- Organize
- Estimate
- Conclude
- Evaluate
- Rate
- Reconstruct
- Complete
- Explain
- Describe
- Show
- Compare
- Value
- Prepare
- Judge
- Score
- Select
- Evaluate
- Rate
- Rearrange
- Generate
- Reorganize

### AFFECTIVE INSTRUCTIONAL OBJECTIVES

- Attend
- Ask
- Demonstrate
- Accept
- Cooperate
- Participate
- Choose
- Serve
- Complete
- Follow
- Give
- Hold
- Identify
- Locate
- Name
- Point To
- Influence
- Report
- Assist
- Conform
- Discuss
- Help
- Practice
- Act
- Listen
- Select
- Reply
- Select
- Justify
- Join
- Defend
- Order
- Read
- Show