



Learning Objective Guidance

Start each learning objective with an action verb and make it measurable. The action verb should **describe a specific action** what you want the learner to be able to do after attending the session (e.g., identify, demonstrate, define, recall, describe). The learning objective should also be measurable and have specificity to a related topic or element in the presentation.

Action Verb + Specific Topic Elements = Learning Objective

Bloom's Taxonomy offers a guide for choosing appropriate action verbs to use when constructing learning objectives based on different levels of learning you want the learner to be able to achieve. The hierarchy of levels of learning in the revised (2001) Bloom's Taxonomy are:

- **Remembering:** Recognizing and recalling facts
- **Understanding:** Understanding what facts mean
- **Applying:** Applying the facts, rules, concepts, and ideas
- **Analyzing:** Breaking down information into component parts
- **Evaluating:** Judging the value of information or ideas
- **Creating:** Generating information or ideas

Avoid using learning objective verbs that you cannot easily assess after your presentation.

For example, if you are not performing a skill-based session with direct observation, the objective should not start with "Demonstrate or Apply."

Acceptable Examples of Learning Objectives Using Action Verbs

- Provide tips and suggestions to assist with personal / agency-wide accountability in a measurable way.
- Discover communication and facilitation techniques used to encourage cross-system collaboration and alignment among stakeholders.
- Recognize and describe the hierarchy feature on the Relias Platform.
- Discover best practices for training healthcare staff on compliance procedures and regulatory updates.
- Understand how to utilize digital tools to streamline compliance processes and ensure accuracy.