

**HIMSS20**

**March 9 – 13, 2020**

**Orange County Convention Center, Orlando, FL**

**Bloom’s Taxonomy Learning Objectives**

Precisely describe what attendees are to gain by attending this presentation. Please follow the instructions below when writing your learning objectives. The appropriate verbs from the reference list below must be used. If the appropriate verbs are not used, the learning objectives will not be accepted.

* List 3 – 5 learning objectives
* Each learning objective should be one-sentence, short and concise, without a period at the end of the sentence
* HIMSS requires that learning objectives begin with verbs that are observable and measurable
* Please review below list for acceptable active verbs to utilize to begin your learning objective

**All learning objectives need to start with active verbs and define an operational or**

**behavioral objective.**

* Example#1 Correctly‐worded Learning Objective: Analyze the process improvement
* steps taken by the team
* Example#2 Correctly‐worded Learning Objective: Compare two different approaches to process improvement

**Behavioral Terms that are NOT measurable do NOT meet criteria for approval. Please see the list of bad words at the end of this document that should not be used as cognitive objectives.**

* Example #1 Incorrectly‐worded Learning Objective: Understand what steps the
* team used for process improvement
* Example #2 Incorrectly‐worded Learning Objective: Learn about two different approaches to process improvement

**VERBS FOR WRITING LEARNING OBJECTIVES**

**Some Verbs for Use in Stating Cognitive Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  **Knowledge**  | **Comprehension**  | **Application**  | **Analysis**  | **Synthesis**  | **Evaluation**  |
| Define  | Explain  | Apply  | Analyze  | Arrange  | Appraise  |
| List  | Express  | Employ  | Appraise  | Create  | Assess  |
| Recognize  | Describe  | Demonstrate  | Calculate  | Design  | Choose  |
| Record  | Discuss  | Illustrate  | Categorize  | Develop  | Compare  |
| Repeat  | Identify  | Interpret  | Classify  | Diagnose  | Decide  |
| State  | Restate  | Perform  | Compare  | Formulate  | Estimate  |
|  | Translate | Practice | Contrast | Hypothesize | Evaluate |
|  |  | Use | Criticize | Manage | Judge |
|  |  |  | Debate | Organize | Justify |
|  |  |  | Diagram | Plan | Measure |
|  |  |  | Differentiate | Prepare | Rate |
|  |  |  | Distinguish | Propose | Score |
|  |  |  | Outline | Summarize | Select |

**Verbs for Use in Stating Affective Outcomes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Receiving**  | **Responding**  | **Valuing**  | **Organization**  | **Value Complex**  |
| Accept  | Answer  | Complete  | Adhere  | Act  |
| Ask  | Assist  | Follow  | Defend  | Discriminate  |
| Choose  | Compile  | Form  | Integrate  | Display  |
| Follow  | Greet  | Initiate  | organize  | Influence  |
| Reply  | Help  | Join  |  | Practice  |
| Show  |  | Share  |  |  |
|  |  | Study |  |  |

**Some Verbs for Use in Stating Psychomotor Outcomes**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Perception**  | **Set**  | **Guided** **Response**  | **Mechanism**  | **Complex**  | **Adaption**  | **Origination**  |
| Detect  | Begin  | Copy  | Assemble  | Assemble  | Adapt  | Arrange  |
| Differentiate  | Proceed  | Follow  | Construct  | Construct  | Change  | Compose  |
| Identify  | React  | React  | Display  | Display  | Revise  | Construct  |
|  | Respond | Reproduce  | Manipulate  | Manipulate  | Vary  | Create  |
|  | Start |  | Work  | Operate  |  | Design |
|  |  |  | Write | Work  |  |  |

**Bad words that should not be used as cognitive objectives!**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Increase  | Expand horizons  | Approach  | Appreciate  | Become  |
| Know  | Really know  | Grasp the significance of  | Improve  | Grow  |
| Learn  | Thinks critically  | Understand  |