

Writing Learning Outcomes: Use Appropriate Verbs!

Verbs to avoid

Following verbs should be avoided because they are input-orientated or imprecise:

- Know
- Learn
- Understand
- Be aware of
- Appreciate
- Become familiar with
- Master
- Achieve
- Remember
- Acquire

Examples for verbs to use: Key verbs for the cognitive domain¹

| Remember(1) | Understand(2) | Apply(3) | Analyse(4) | Evaluate(5) | Create(6) |
|-------------|---------------|-------------|---------------|-------------|-------------|
| Reproduce | Generalize | Apply | Separate | Evaluate | Design |
| Deduce | Prove | Conduct | Analyse | Argue | Diagnose |
| Recall | Describe | Determine | Determine | Choose | Compose |
| List | Report | Operate | Illustrate | Assess | Develop |
| Enumerate | Classify | Execute | Differentiate | Rate | Invent |
| Identify | Explain | Implement | Divide | Discuss | Establish |
| Rephrase | Exemplify | Transfer | Identify | Estimate | Induce |
| Name | Extrapolate | Demonstrate | Integrate | Survey | Generate |
| Recognize | Conclude | Employ | Relate | Interpret | Create |
| Repeat | Arrange | | Organize | Criticise | Hypothesize |
| Define | Illustrate | | Structure | Prioritize | Construct |
| | Categorize | | Distinguish | Examine | Plan |
| | Clarify | | Connect | Test | Produce |
| | Contrast | | | Judge | |
| | Rephrase | | | | |
| | Match | | | | |
| | Predict | | | | |
| | Represent | | | | |
| | Translate | | | | |
| | Sub-divide | | | | |
| | Summarize | | | | |

Note: Some verbs may be applicable within more than one category!

¹ Anderson, Lorin W.; Krathwohl, David R.; Airasian, Peter W.; u. a. (Hrsg.) (2000): A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives. Longman Publishing Group. — ISBN: 0321084055



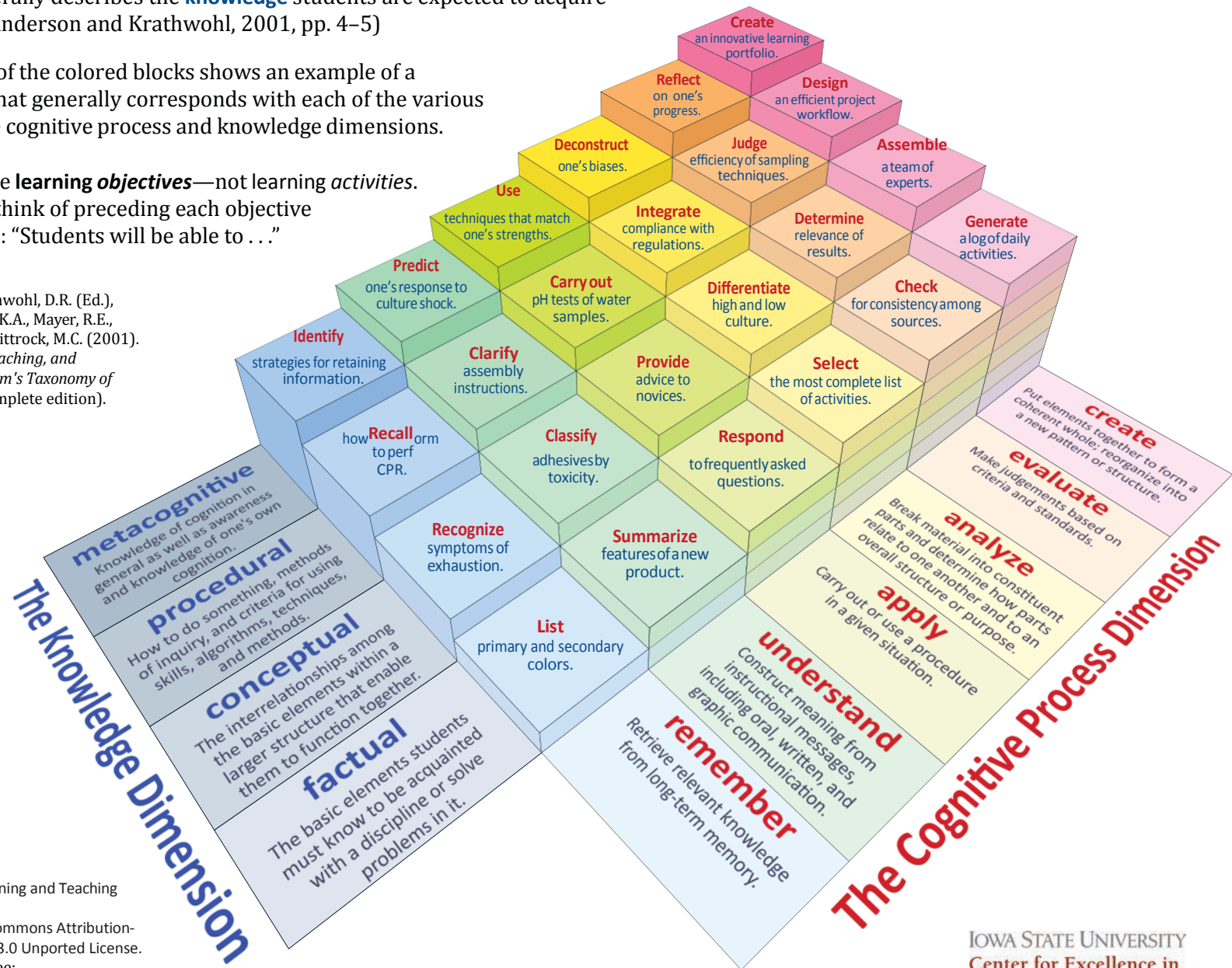
A statement of a **learning objective** contains a **verb** (an action) and an **object** (usually a noun).

- The **verb** generally refers to [actions associated with] the intended **cognitive process**.
- The **object** generally describes the **knowledge** students are expected to acquire or construct. (Anderson and Krathwohl, 2001, pp. 4–5)

In this model, each of the colored blocks shows an example of a learning objective that generally corresponds with each of the various combinations of the cognitive process and knowledge dimensions.

Remember: these are **learning objectives**—not learning *activities*. It may be useful to think of preceding each objective with something like: “Students will be able to . . .”

*Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives* (Complete edition). New York: Longman.



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 For additional resources, see:
www.celt.iastate.edu/teaching/RevisedBlooms1.html