

Use Simple, Specific Action Verbs.

When writing learning outcomes, focus on student behavior and use simple, specific action verbs to describe what students are expected to demonstrate.

The wording should be something as follows:

Students will be able to <action verbs>”

The following are examples of learning outcomes:

- a. Students will be able to collect and organize appropriate clinical data (history, physical exam, laboratory assessments including technology advancements in diagnostic such as PCR).
- b. Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses, and formulate and implement acceptable treatment modalities.
- c. Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.
- d. Students will be able to use technology effectively in the delivery of instruction, assessment, and professional development.
- e. Students will be able to evaluate the need for assistance technology for their students.
- f. Graduates will be able to evaluate educational research critically and participate in the research community.

Note: Bloom's Taxonomy can be a useful resource in developing learning outcomes. The following are action verbs that can be used for various levels of cognitive, affective, and psychomotor learning.

ACTION VERBS	
Concrete verbs such as "define," "apply," or "analyze" are more helpful for assessment than verbs such as "be exposed to," "understand," "know," "be familiar with."	
Cognitive Learning	Action Verbs:
Knowledge - to recall or remember facts without necessarily understanding them	arrange, define, duplicate, label list, memorize, name, order, recognize, relate, recall, reproduce, list, tell, describe, identify, show, label, collect, examine, tabulate, quote
Comprehension – to understand and interpret learned information	classify, describe, discuss, explain, express, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, translate, review, restate, locate, recognize, report
Application – to put ideas and concepts to work in solving problems	apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, calculate, complete, show, examine, modify, relate, change, experiment, discover
Analysis – to break information into its components to see interrelationships and ideas	analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test, separate, order, connect, classify, arrange, divide, infer
Synthesis – to use creativity to compose and design something original	arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, rewrite, integrate, create, design, generalize
Evaluation – to judge the value of information based on established criteria	appraise, argue, assess, attach, defend, judge, predict, rate, support, evaluate, recommend, convince, judge, conclude, compare, summarize
Affective Learning	appreciate, accept, attempt, challenge, defend, dispute, join, judge, praise, question, share, support
Psychomotor Learning	bend, grasp, handle, operate, reach, relax, shorten, stretch, differentiate (by touch), express (facially), perform (skillfully)