

Bloom's Taxonomy of Cognitive Domains – Writing Effective Learning Objectives

Cognitive Domain	Remembering <i>Can the student recall the content?</i>	Understanding <i>Can the student explain concepts?</i>	Applying <i>Can the student use the content in a new way?</i>	Analyzing <i>Can the student distinguish between different parts?</i>	Evaluating <i>Can the student justify a position?</i>	Creating <i>Can the student create a new product/perspective?</i>
Action Verbs	List, Recall, Reproduce, Define, Memorize, Duplicate, Quote, Enumerate	Identify, Recognize, Express, Describe, Classify, Translate, Restate, Select, Order	Demonstrate, Employ, Interpret, Illustrate, Simulate, Implement, Synthesize, Determine, Chart, Practice	Compare, Contrast, Differentiate, Question, Criticize, Deconstruct, Determine, Distinguish, Advertise, Correlate, Dissect	Appraise, Argue, Evaluate, Support, Judge, Decide, Debate, Critique, Conclude, Measure, Assess, Estimate, Defend	Compose, Develop, Formulate, Assemble, Produce, Design, Hypothesize, Adapt, Validate, Devise
Activities & Assignments	Objective Quiz, Map Quiz (listing)	Formative Assessment, Matching	Editing, Mapping, Collaborative Presentation, Interviews	Socratic Method Discussion, Formative assessment, Comparative analysis essay, Edit current business plan & question validity Compare and contrast	Case Study Summary, Negotiation exercise, Critique Essay, Evaluate an ePortfolio	Business Plan; Marketing Plan; Health Assessment; Research-based nutritional journal; Create: ePortfolio, Emergency crisis plan, Org chart & job desc; Design, Create a video on,
Example Student Learning Objectives	<i>Outline</i> the marketing process and <i>discuss</i> the value in each step.	<i>Identify</i> distinctions between various music formats, and <i>discuss</i> how these impact marketing initiatives. <i>Classify</i> ... according to ...	<i>Calculate</i> the cost to produce a unit of product. <i>Synthesize</i> ... <i>Apply</i> and <i>interpret</i> results of ...	<i>Survey</i> and <i>categorize</i> the primary taxonomies of copyrightable works. <i>Analyze</i> and <i>describe</i> the challenges faced by non-profit performing arts organizations.	<i>Appraise</i> and <i>differentiate</i> between the two major copyright systems practiced today. <i>Illustrate</i> and <i>assess</i> the 6 exclusive rights of copyright owners. Evaluate and judge ...	<i>Establish</i> evaluation metrics for a marketing program and <i>describe</i> ... <i>Create</i> and <i>implement</i> , .. <i>Devise</i> an <i>evaluation</i> plan. <i>Develop</i> and <i>hypothesize</i> ...



Instead of...
Replace with...

Examine	Analyze & Describe
Discuss	Collaborate & Debate
Describe	Compare & Contrast Outline & Summarize
Recite	Distinguish between
Understand	Analyze & Synthesize
Know	Identify & Distinguish
Learn	Demonstrate & Construct
Explain	Articulate & Appraise

*Objectives should be **SMART**: <http://cec.vcn.bc.ca/cmp/modules/pd-smar.htm>

- **Specific**
- **Measurable**
- **Attainable** by the student and acceptable to the instructor
- **Relevant** to the setting or topic and realistic to achieve
- **Time-bound** with a deadline (not necessary if it is an implied outcome for the assignment or course)

*Objectives should align with program-level learning objectives

*Objectives should be student-focused: “What will the student do to apply, analyze, synthesize, and/or evaluate knowledge, understanding, and skill?”

*Objectives should reflect higher-order thinking skills where appropriate

