



DIETITIANS BOARD

Te Mana Mātanga Mātai Kai

Writing Your Learning Objectives (*Development Goals*)

A learning objective is a statement of what you will be able to do when you have finished a learning event or activity.

- Make sure you create a specific statement – such as “*I will be able to detect, diagnose, treat and manage common dietary disorders*”
- Make sure you use a verb with an observable behaviour that can be measured.
- Make sure your objectives are clear, realistic, achievable, measurable and worthwhile.
- Avoid vague words such as "understand", "know", or "learn about".

A useful tool that many educationalists refer to when developing curriculum and learning events is **Bloom’s Taxonomy of Educational Objectives**. It refers to a classification of the different learning objectives that educators set for students. Within the domains, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels.

A goal of Bloom's Taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education.

Bloom’s Taxonomy of Educational Objectives consists of three domains:

- **Cognitive Domain** - Skills in the cognitive domain revolve around knowledge, comprehension, and critical thinking of a particular topic. Traditional education tends to emphasize the skills in this domain.
- **Affective Domain** - Skills in the affective domain describe the way people react emotionally and their ability to feel another living thing's pain or joy. Affective objectives typically target the awareness and growth in attitudes, emotion, and feelings.
- **Psychomotor Domain** - Skills in the psychomotor domain describe the ability to physically manipulate a tool or instrument like a hand or a hammer. Psychomotor objectives usually focus on change and/or development in behaviour and/or skills.

These domains are sometimes loosely described as knowing/head, feeling/heart and doing/hands respectively.

There are six categories of **cognitive** learning according to Bloom – moving through the lowest order processes to the highest and traditional education activities and events tends to reflect the skills in this domain. Listed below are verbs that can be used to assist with developing objectives.

Category Examples of verbs

Basic Knowledge Define, Memorize, List, Recall, Repeat, Relate, Name, Repeat

Comprehension Restate, Discuss, Describe, Locate, Report, Explain, Express, Recognize, Identify, Review

Application Translate, Interpret, Apply, Practice, Illustrate, Operate, Demonstrate, Dramatize, Sketch, Employ, Schedule, Use

Analysis Distinguish, Differentiate, Appraise, Analyse, Calculate, Criticize, Compare, Contrast, Examine, Test, Relate, Experiment

Synthesis Compose, Plan, Propose, Design, Assemble, Create, Prepare, Formulate, Organize, Manage, Construct, Set-up

Evaluation Judge, Appraise, Evaluate, Revise, Score, Select, Measure, Value, Estimate, Choose, Compute, Assess

Reference

http://en.wikipedia.org/wiki/Bloom's_Taxonomy