Developing Measurable Learning Objectives

This information was taken from the BOC Approved Provider Maintenance Requirements.

**Standard 3.5**
*Develop program outcomes, as well as learning objectives that define the knowledge and/or skills the Athletic Trainer is expected to acquire through the completion of the program.*

Development of Measurable Learning Objectives creates an educational skeleton for the program and defines the knowledge and/or skills the participants are expected to acquire through the completion of the program.

Bloom’s Taxonomy is a classification of learning objectives. It contains 6 levels of interaction, each building on the previous (see pyramid below). By creating learning objectives with verbs that show measurement, the provider can match appropriate program assessments to demonstrate participant learning. Avoid using the following terms for objective construction: appreciate, comprehend, experience, know, learn and understand.

*Bloom’s Taxonomy*

- **Knowledge**
  - Recall of information; Discovery; Observation; Listing; Locating; Naming

- **Comprehension**
  - Understanding; Translating; Summarizing; Demonstrating; Discussing

- **Application**
  - Using and applying knowledge; Using problem solving methods; Manipulating; Designing; Experimenting

- **Analysis**
  - Identifying and analyzing patterns; Organizing ideas; Recognizing trends

- **Synthesis**
  - Using old concepts to create new ideas; Design and invention; Composing; Imagining; Inferring; Modifying; Predicting; Combining

- **Evaluation**
  - Assessing theories; Comparison of ideas; Evaluating outcomes; Solving; Judging; Recommending; Rating
To promote student thinking at various levels of Bloom’s Taxonomy, use the diagram below to structure questions and assessments. Use the inner ring to identify the level of thinking you want to teach. These levels, also shown in the pyramid diagram, are Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. After choosing a level, select a verb from the middle ring. Finally, combine the verb from the middle level with a product in the outer ring to construct questions and assessments.

*Bloom’s Taxonomy Question and Task Design Wheel*