

VERBS FOR SIGNIFICANT LEARNING OBJECTIVES*

DIMENSION	ACTION VERBS				
FOUNDATION KNOWLEDGE—WHAT KEY INFORMATION, IDEAS, PERSPECTIVES ARE IMPORTANT FOR LEARNERS TO KNOW?					
Understanding and Remembering – developing a full understanding of concepts to a degree that allows explanations, predictions, etc.	Associate	Describe	Illustrate	Paraphrase	Repeat
	Compare	Explain	Indicate	Predict	Restate
	Contrast	Give example	List	Recite	Tell
	Define	Identify	Name	Recognize	
APPLICATION—WHAT KINDS OF THINKING, COMPLEX PROJECTS AND SKILLS ARE IMPORTANT FOR LEARNERS TO BE ABLE TO DO/MANAGE?					
Critical Thinking – analyzing and critiquing issues and situations	Analyze	Compare	Diagram	Hypothesize	Organize
	Assess	Contrast	Differentiate	Infer	Query
	Audit	Decipher	Dissect	Interpret	Separate
	Catalog	Deduce	Distinguish	Label	Trace
	Categorize	Derive	Examine	Locate	
	Classify	Determine	Formulate	Measure	
Practical Thinking – developing problem-solving and decision-making capabilities	Advise	Choose	Diagnose	Predict	Select
	Answer	Consult	Evaluate	Prescribe	Solve
	Apply	Debate	Give evidence	Propose	Suggest
	Calculate	Decide	Judge	Prove	Test
	Certify	Determine	Justify	Rank	
Creative Thinking – creating new ideas, products, and perspectives	Abstract	Construct	Devise	Fabricate	Sketch
	Adapt	Convert	Discover	Imagine	Theorize
	Amend	Create	Draw	Improve	Transform
	Author	Design	Envision	Refine	Write
	Compose	Develop	Experiment	Reform	
Managing Complex Projects – being able to coordinate and sequence multiple tasks in a single project/case and/or multiple projects/cases)	Administer	Conduct	Facilitate	Organize	Summarize
	Assign	Coordinate	Follow up	Plan	Teach
	Coach	Delegate	Guide	Prioritize	Time-line
	Communicate	Develop	Implement	Strategize	Train
	Complete	Evaluate	Manage	Supervise	
Performance Skills – developing capabilities in carrying out psychomotor activities	Conduct	Employ	Operate	Set up	
	Demonstrate	Execute	Perform	Use	
	Do	Exhibit	Produce		
INTEGRATION—WHAT CONNECTIONS SHOULD LEARNERS BE ABLE TO RECOGNIZE AND MAKE WITHIN AND BEYOND THIS LEARNING EXPERIENCE?					
Interdisciplinary Learning – connecting ideas, disciplines, perspectives, contexts	Associate	Concept map	Connect	Differentiate	Relate
	Combine	Contrast/compare	Correlate	Link	Synthesize
Learning Communities – connecting people					
Learning and Living/Working – connecting different realms of life					

HUMAN DIMENSION—WHAT SHOULD LEARNERS LEARN ABOUT THEMSELVES AND ABOUT INTERACTING WITH OTHERS?					
Interpersonal Relationships – with peers, patients, others Self-Authorship – learning to create and take responsibility for one’s own life Leadership – becoming an effective leader Ethics, Character Building – living by ethical principles Multicultural Education – being culturally sensitive Working as a Member of a Team – knowing how to contribute to a team Citizenship in one’s profession, community, nation state, other political entity Environmental Ethics – having ethical principles in relation to nonhuman world	Acquire Advise Advocate Balance Be aware of Behave Collaborate Communicate Comply Cooperate Decide to	Describe Demonstrate Educate Embody Empathize Express Feel confident Give feedback Help Influence Initiate	Inspire Interact with Involve Lead Mediate Mobilize Motivate Negotiate Nurture Offer Promote	Protect Reconcile Reform Respect See oneself as Settle Share Show Suggest Support Sustain	Unite Critically reflect Resolve conflict Respond sensitively Serve as role model Suspend judgment Take responsibility
CARING—WHAT CHANGES IN LEARNERS’ FEELINGS, INTERESTS, VALUES ARE IMPORTANT?					
– Wanting to Be a Good Learner – Becoming Excited About a Particular Activity/Subject – Developing a Commitment to Live Right (i.e., deciding to take care of one’s health/well-being, live by a certain code)	Agree to Be ready to Commit to Decide to	Demonstrate Develop Discover Explore	Express Identify Pledge Revitalize	Share State Take time to Value	Get excited about Recognize value of Renew interest
LEARNING HOW TO LEARN—WHAT SHOULD LEARNERS LEARN ABOUT LEARNING, ENGAGING IN INQUIRY, AND BECOMING SELF-DIRECTED?					
How to Be a Better Learner – engaging in self-regulated or deep learning How to Inquire and Construct Knowledge – how to engage discipline-specific inquiry How to Pursue Self-Directed or Intentional Learning – becoming an intentional learner, being a reflective practitioner, developing a learning agenda or plan	Describe how to Research Inquire Reflect Self-assess Self-regulate Self-monitor	Construct knowledge about Develop a learning plan Frame useful questions Generalize knowledge	Identify sources and resources Identify what you need to know Predict performance Set a learning agenda	Take responsibility for Transfer knowledge	

*Adapted from “Example Action Verbs for Each Dimension of Learning,” Teacher & Educational Development, University of Mexico School of Medicine, 2005.