

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 Compare Contrast Define	Describe Explain Give example Identify	Illustrate Indicate List Name	Paraphrase Predict Recite Recognize	Repeat Restate Tell
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 Assess Audit Catalog Categorize Classify	Compare Contrast Decipher Deduce Derive Determine	Diagram Differentiate Dissect Distinguish Examine Formulate	Hypothesize Infer Interpret Label Locate Measure	Organize Query Separate Trace
Practical Thinking — developing problem-solving and decision-making capabilities	Advise Answer Apply Calculate Certify	Choose Consult Debate Decide Determine	Diagnose Evaluate Give evidence Judge Justify	Predict Prescribe Propose Prove Rank	Select Solve Suggest Test
Creative Thinking — creating new ideas, products, and perspectives	Abstract Adapt Amend Author Compose	Construct Convert Create Design Develop	Devise Discover Draw Envision Experiment	Fabricate Imagine Improve Refine Reform	Sketch Theorize Transform Write
Managing Complex Projects — being able to coordinate and sequence multiple tasks in a single project/case and/or multiple projects/cases)	Administer Assign Coach Communicate Complete	Conduct Coordinate Delegate Develop Evaluate	Facilitate Follow up Guide Implement Manage	Organize Plan Prioritize Strategize Supervise	Summarize Teach Time-line Train
Performance Skills — developing capabilities in carrying out psychomotor activities	Conduct Demonstrate Do	Employ Execute Exhibit	Operate Perform Produce	Set up Use	
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 Combine	Concept map Contrast/ compare	Connect Correlate	Differentiate Link	Relate 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	Acquire	Describe	Inspire	Protect	Unite
Self-Authorship – learning to create and take responsibility for one's own life	Advise	Demonstrate	Interact with	Reconcile	Critically reflect
Leadership – becoming an effective leader	Advocate	Educate	Involve	Reform	Resolve
Ethics, Character Building – living by ethical principles	Balance	Embody	Lead	Respect	Conflict
Multicultural Education – being culturally sensitive	Be aware of	Empathize	Mediate	See oneself as	Serve as role model
Working as a Member of a Team – knowing how to contribute to a team	Behave	Express	Mobilize	Settle	Respond sensitively
Citizenship in one's profession, community, nation state, other political entity	Collaborate	Feel confident	Motivate	Share	Suspend judgment
Environmental Ethics – having ethical principles in relation to nonhuman world	Communicate	Give feedback	Negotiate	Show	Take responsibility
CARING—WHAT CHANGES IN LEARNERS' FEELINGS, INTERESTS, VALUES ARE IMPORTANT?					
– Wanting to Be a Good Learner	Agree to	Demonstrate	Express	Share	Get excited about
– Becoming Excited About a Particular Activity/Subject	Be ready to	Develop	Identify	State	Recognize value of
– Developing a Commitment to Live Right (i.e., deciding to take care of one's health/well-being, live by a certain code)	Commit to	Discover	Pledge	Take time to	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	Describe how to Research	Construct knowledge about	Identify sources and resources	Take responsibility for	
How to Inquire and Construct Knowledge – how to engage discipline-specific inquiry	Inquire	Develop a learning plan	Identify what you need to know	Transfer knowledge	
How to Pursue Self-Directed or Intentional Learning – becoming an intentional learner, being a reflective practitioner, developing a learning agenda or plan	Reflect	Frame useful questions	Predict performance		
	Self-assess	Generalize knowledge	Set a learning agenda		
	Self-regulate				
	Self-monitor				

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