

**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 Learning Communities – connecting people Learning and Living/Working – connecting different realms of life	Associate Combine	Concept map Contrast/ compare	Connect Correlate	Differentiate Link	Relate Synthesize

HUMAN DIMENSION—WHAT SHOULD LEARNERS LEARN ABOUT THEMSELVES AND ABOUT INTERACTING WITH OTHERS?					
<b>Interpersonal Relationships</b> – with peers, patients, others <b>Self-Authorship</b> – learning to create and take responsibility for one’s own life <b>Leadership</b> – becoming an effective leader <b>Ethics, Character Building</b> – living by ethical principles <b>Multicultural Education</b> – being culturally sensitive <b>Working as a Member of a Team</b> – knowing how to contribute to a team <b>Citizenship</b> in one’s profession, community, nation state, other political entity <b>Environmental Ethics</b> – 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?					
<b>How to Be a Better Learner</b> – engaging in self-regulated or deep learning <b>How to Inquire and Construct Knowledge</b> – how to engage discipline-specific inquiry <b>How to Pursue Self-Directed or Intentional Learning</b> – 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.