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<th>Description of the Major Categories in the Cognitive Domain</th>
<th>Illustrative General Instructional Objectives</th>
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| Knowledge | - Knows common terms and specific facts.  
- Knows methods and procedures.  
- Knows basic concepts and principles. | Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states. |
| Comprehension | - Understands facts and principles  
- Interprets verbal material  
- Interprets charts and graphs  
- Translates verbal material to mathematical formulas  
- Estimates future consequences implied in data  
- Justifies methods and procedures | Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes |
| Application | - Applies concepts and principles to new situations  
- Applies laws and theories to practical situations  
- Solves mathematical problems  
- Constructs charts and graphs  
- Demonstrates correct usage of a method or procedure | Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses |
| Analysis | - Recognizes unstated assumptions  
- Recognized logical fallacies in reasoning  
- Distinguishes between facts and inferences  
- Evaluates the relevancy of data  
- Analyzes the organizational structure of a work (art, music, writing) | Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides |
| Synthesis | - Writes a well organized theme  
- Gives a well organized speech  
- Writes a creative short story (or poem, or music)  
- Proposes a plan for an experiment  
- Integrates learning from different areas into a plan for solving a problem  
- Formulates a new scheme for classifying objects (or events, or ideas) | Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarized, tells, writes, |
**Evaluation**

Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the students may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgments based on clearly defined criteria.

| Judges the logical consistency of written material |
| Judges the adequacy with which conclusions are supported by data |
| Judges the value of a work (art, music, writing) by use of internal criteria |
| Judges the value of a work (art, music, writing) by use of external standards of excellence |

**HELPFUL HINTS FOR WRITING WORKSHOP OBJECTIVES**

**Behavioral Objectives:**

- Describe observable and measureable changes in participant’s behavior by using an action verb.
- Describe what the participant will know, be able to do, and/or feel, value or believe at the end of the offering.
- Describe participant’s behavior – not the instructor’s.
- Describe only one outcome per objective.
- Are broad and general in scope.
- Are derived from the needs assessment.
- Are related to the content and purpose of the workshop.
- Are usually few in number (1 – 2 per hour of content).

**Examples:**

**Inappropriate:**

Understand the importance of learning objectives

**Appropriate:**

At the end of the presentation the participant will be able to:
- List components of the nursing process
- Discuss nursing measures to reduce anxiety
- Write learning objectives in behavioral terms
- Explain the importance of learning objectives
