

Dave's Taxonomy of Psychomotor Learning Objectives

Psychomotor Level	Sample Verbs
Imitation: Observe a skill and attempt to repeat/replicate it.	Attempt, copy, imitate, mimic, follow, repeat, duplicate, replicate, reproduce
Manipulation: Perform a skill or task by following written or verbal instructions from memory.	Act, build, execute, perform, complete, accomplish, follow, play, produce
Precision: Independently execute a skill or action with accuracy and exactness.	Achieve automatically, excel expertly, perform masterfully, demonstrate skillfully, calibrate perfectly
Articulation: Adapt and integrate skills and actions to fit new situations.	Adapt, construct, combine, create, customise, modify, formulate, alter, originate
Naturalization: Perform actions and skills with little physical or mental effort. Performance becomes second nature.	Create, design, develop, invent, manage naturally or perfectly

Adapted from Dave, R.H. (1970). Psychomotor levels. In R.J. Armstrong (Ed.), *Developing and writing behavioral objectives* (pp.20-21). Educational Innovators Press.

Bloom's Taxonomy of Cognitive Learning Objectives

Cognitive Level	Sample Verbs (some verbs could likely fit in multiple levels based on complexity)
Remember: Retrieve relevant knowledge from long-term memory.	Choose, define, find, identify, label, list, locate, match, name, recall, record, recite, recognise, select, tell
Understand: Construct meaning from instructional messages, including oral, written, and graphic communication.	Arrange, classify, compare, contrast, discuss, explain, express, extend, follow steps, illustrate, infer, interpret, outline, paraphrase, relate, report, restate, review, summarise
Apply: Carry out or use a procedure, process, or concept in a given situation.	Apply, calculate, construct, demonstrate, develop, diagram, dramatize, employ, experiment with, illustrate, generalise, model, organise, plan, solve, utilise
Analyze: Break material into constituent parts and determine how parts related to one another and to an overall structure or purpose.	Analyse, categorise, diagnose, differentiate, distinguish, infer, inspect, relate, subdivide, simplify, support, test for
Evaluate: Make judgements based on criteria and standards.	Appraise, assess, conclude, criticize, decide, deduct, defend, disprove, estimate, judge, justify, prioritise, rate, recommend, score, value, weigh
Create: Put elements together to form a coherent whole; reorganise into a new pattern or structure.	Adapt, build, change, combine, compose, construct, create, delete, design, develop, elaborate, formulate, improve, integrate, invent, generate, modify, plan, originate, set criteria, solve, synthesise, theorise

Adapted from Anderson, L.W., & Krathwohl, D.R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Addison Wesley Longman, Inc.

Formula for a Learning Objective:

Measurable, learner-centered action verb + content + context = Objective

E.g., Psychomotor domain:

By the end of this course, successful students should be able to **successfully perform a venipuncture to collect blood without assistance and without missing the vein more than twice**. (Precision)

E.g., Cognitive domain:

By the end of this course, successful students should be able to **expertly adjust medication dosages or plans based on a patient's response to treatment**. (Evaluation)

Auditing Learning Objectives:

- Is it specific to content and degree of proficiency?
- Is it reasonable for the learner to achieve in the timeframe, at that level, etc?
- Is the verb measurable?
 - May need to prompt GenAI to “Rewrite these objectives using non-stative verbs”. (I.e., verbs that do not refer to a state of mind.)