

# Appendix A: verbs for Significant Learning<sup>2</sup>

DIMENSION	ACTION VERBS				
<b>FOUNDATION KNOWLEDGE—WHAT KEY INFORMATION, IDEAS, PERSPECTIVES ARE IMPORTANT FOR LEARNERS TO KNOW?</b>					
<b>Understanding and Remembering</b> – 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	
<b>APPLICATION—WHAT KINDS OF THINKING, COMPLEX PROJECTS AND SKILLS ARE IMPORTANT FOR LEARNERS TO BE ABLE TO DO/MANAGE?</b>					
<b>Critical Thinking</b> – 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	
<b>Practical Thinking</b> – 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	
<b>Creative Thinking</b> – 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	
<b>Managing Complex Projects</b> – 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	
<b>Performance Skills</b> – developing capabilities in carrying out psychomotor activities	Conduct	Employ	Operate	Set up	
	Demonstrate	Execute	Perform	Use	
	Do	Exhibit	Produce		
<b>INTEGRATION—WHAT CONNECTIONS SHOULD LEARNERS BE ABLE TO RECOGNIZE AND MAKE WITHIN AND BEYOND THIS LEARNING EXPERIENCE?</b>					
<b>Interdisciplinary Learning</b> – connecting ideas, disciplines, perspectives, contexts	Associate	Concept map	Connect	Differentiate	Relate
	Combine	Contrast/ compare	Correlate	Link	Synthesize
<b>Learning Communities</b> – connecting people					
<b>Learning and Living/Working</b> – connecting different realms of life					

<sup>2</sup> Adapted from Teacher & Educational Development, University of New Mexico School of Medicine. (2005). *Example Action Verbs for Each Dimension of Learning*. Retrieved from <http://ccoe.rhbs.rutgers.edu/forms/EffectiveUseofLearningObjectives.pdf>.

**HUMAN DIMENSION—WHAT SHOULD LEARNERS LEARN ABOUT THEMSELVES AND ABOUT INTERACTING WITH OTHERS?**

<p><b>Interpersonal Relationships</b> – with peers, patients, others</p> <p><b>Self-Authorship</b> – learning to create and take responsibility for one’s own life</p> <p><b>Leadership</b> – becoming an effective leader</p> <p><b>Ethics, Character Building</b> – living by ethical principles</p> <p><b>Multicultural Education</b> – being culturally sensitive</p> <p><b>Working as a Member of a Team</b> – knowing how to contribute to a team</p> <p><b>Citizenship</b> in one’s profession, community, nation state, other political entity</p> <p><b>Environmental Ethics</b> – having ethical principles in relation to nonhuman world</p>	<p>Acquire      Describe      Inspire      Protect      Unite</p> <p>Advise      Demonstrate      Interact with      Reconcile      Critically</p> <p>Advocate      Educate      Involve      Reform      reflect</p> <p>Balance      Embody      Lead      Respect      Resolve</p> <p>Be aware of      Empathize      Mediate      See oneself as      conflict</p> <p>Behave      Express      Mobilize      Settle      Respond</p> <p>Collaborate      Feel confident      Motivate      Share      sensitively</p> <p>Communicate      Give feedback      Negotiate      Show      Serve as</p> <p>Comply      Help      Nurture      Suggest      role model</p> <p>Cooperate      Influence      Offer      Support      Suspend</p> <p>Decide to      Initiate      Promote      Sustain      judgment</p> <p>Take responsibility</p>
---	--

**CARING—WHAT CHANGES IN LEARNERS’ FEELINGS, INTERESTS, VALUES ARE IMPORTANT?**

<p>– Wanting to Be a Good Learner</p> <p>– Becoming Excited About a Particular Activity/Subject</p> <p>– Developing a Commitment to Live Right (i.e., deciding to take care of one’s health/well-being, live by a certain code)</p>	<p>Agree to      Demonstrate      Express      Share      Get excited</p> <p>Be ready to      Develop      Identify      State      about</p> <p>Commit to      Discover      Pledge      Take time to      Recognize</p> <p>Decide to      Explore      Revitalize      Value      value of</p> <p>Renew interest</p>
---	--

**LEARNING HOW TO LEARN—WHAT SHOULD LEARNERS LEARN ABOUT LEARNING, ENGAGING IN INQUIRY, AND BECOMING SELF-DIRECTED?**

<p><b>How to Be a Better Learner</b> – engaging in self-regulated or deep learning</p> <p><b>How to Inquire and Construct Knowledge</b> – how to engage discipline-specific inquiry</p> <p><b>How to Pursue Self-Directed or Intentional Learning</b> – becoming an intentional learner, being a reflective practitioner, developing a learning agenda or plan</p>	<p>Describe how to      Construct      Identify sources      Take responsibility</p> <p>Research      knowledge about      and resources      for</p> <p>Inquire      Develop a learning      Identify what you      Transfer</p> <p>Reflect      plan      need to know      knowledge</p> <p>Self-assess      Frame useful      Predict      performance</p> <p>Self-regulate      questions      Set a learning</p> <p>Self-monitor      Generalize      agenda</p> <p>knowledge</p>
--	---