Learning Outcomes:

To align with the newest ANCC guidelines, AONL asks presenters to choose 1-2 Learning Outcomes for their presentation. To clarify the difference – learning objectives describe an intended state (what you hope your learners will take away) and learning outcomes express a present or observed state (what was actually learned). Outcomes should be focused on what the learner **will be able to do in their workplace after attending the session** as a result of participating in the educational activity. Presenters are asked to describe this in one to two observable and measurable learning outcomes. The following list of verbs is organized according to Bloom's Taxonomy of Learning.

Level of Understanding	Verbs		
Knowledge Recall of information	Define List Recall Name Recognize State	Record Label Arrange Duplicate Match Memorize	Order Relate Reproduce Repeat
Comprehension Interpret information in one's words	Discuss Describe Explain Identify Translate Restate	Recognize Express Locate Report Tell Convert	Distinguish Estimate Indicate Select Sort
Application Use knowledge or generalization in a new situation	Compute Demonstrate Illustrate Operate Perform Interpret Apply	Employ Use Practice Schedule Sketch Prepare Modify	Predict Extrapolate Manage Choose Solve
Analysis Break down knowledge into parts and show relationships among parts	Distinguish Analyze Differentiate Compare Contrast Categorize Appraise	Calculate Test Diagram Inspect Question Relate Solve	Examine Classify Deduce Outline Inventory Experiment Discriminate
Synthesis Bring together parts of knowledge to form a whole and build relationships for new situations	Diagnose Propose Design Manage Hypothesize Summarize Compose Plan	Formulate Arrange Assemble Collect Construct Create Organize Prepare	Modify Invent Generate Set up Synthesize Write
Evaluation Make judgments on basis of given criteria	Evaluate Assess Justify Appraise Rate Revise Score	Select Choose Estimate Measure Argue Decide Criticize	Attack Defend Judge Predict Support Value