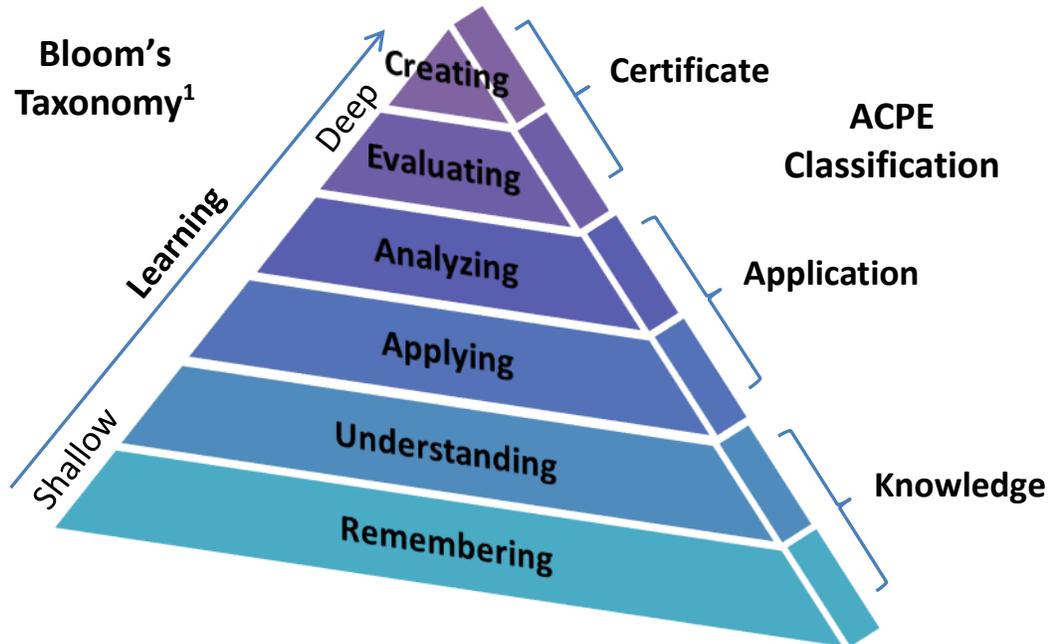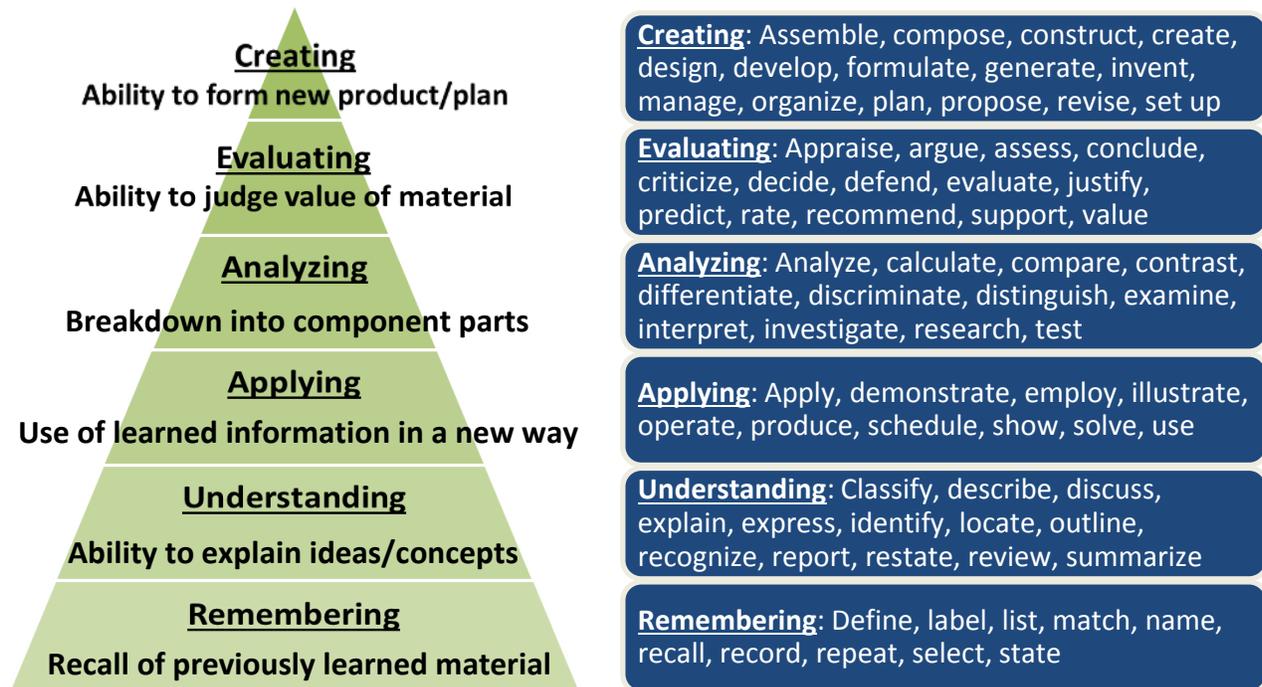# Framework for CPE Activity Types and Learning Objectives

Relative to taxonomies of learning, ACPE CPE activity types fall along a continuum of learning, starting at Knowledge, moving through Application, and ending with Certificate. Learning across this continuum will generally progress from being more cognitive, theoretical and shallow with Knowledge-based activities to becoming more practical, applied and deep with Application-based and Certificate Programs, including additional elements from psychomotor and affective domains that emphasize the systematic application of content, skills and attitudes to real-life practice.

Suggested Verbs for CPE Activities by Domain

Creating
Ability to form new product/plan

Evaluating
Ability to judge value of material

Analyzing
Breakdown into component parts

Applying
Use of learned information in a new way

Understanding
Ability to explain ideas/concepts

Remembering
Recall of previously learned material

Creating: Assemble, compose, construct, create, design, develop, formulate, generate, invent, manage, organize, plan, propose, revise, set up

Evaluating: Appraise, argue, assess, conclude, criticize, decide, defend, evaluate, justify, predict, rate, recommend, support, value

Analyzing: Analyze, calculate, compare, contrast, differentiate, discriminate, distinguish, examine, interpret, investigate, research, test

Applying: Apply, demonstrate, employ, illustrate, operate, produce, schedule, show, solve, use

Understanding: Classify, describe, discuss, explain, express, identify, locate, outline, recognize, report, restate, review, summarize

Remembering: Define, label, list, match, name, recall, record, repeat, select, state

[1]Anderson, L.W., David R. Krathwol, D.R., et al. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Boston, MA: Allyn and Bacon.