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# Writing Learning Objectives

1. Verb Past Tense _____
2. Adverb _____
3. Verb Base Form _____
4. Verb Base Form _____
5. Verb Base Form _____
6. Verb Base Form _____
7. Verb Base Form _____
8. Verb Base Form _____
9. Verb Base Form _____

# Writing Learning Objectives

Herbert is a new Instructor with the Technology Learning Team and has been _____Verb Past Tense_____ how to write learning objectives on making the _____Adverb_____ Peanut Butter and Jelly Sandwich. He first meets with his client and gathers some information about the audience he will be training. They are a mix of entry-level and intermediate level of sandwich-making technicians. The overall LEARNING GOAL that resulted from the meeting is: THIS COURSE WILL _____Verb Base Form_____ A POPULAR METHOD IN ASSEMBLING A PEANUT BUTTER AND JELLY SANDWICH.

Herbert then takes the DISCOVERY NOTES from the client meeting and the LEARNING GOAL and writes three LEARNING OBJECTIVES that will FRAME his content for the course. Here are the three objectives:

Learners will _____Verb Base Form_____ several ideal ingredients be for the best peanut butter and jelly sandwich.

Upon concluding on a satisfactory list, learners will _____Verb Base Form_____ 3 ingredients for final assembly.

Learners will _____Verb Base Form_____ common methods used to assemble the peanut butter and jelly sandwich, then justify the most popular 3 methods. Learners will _____Verb Base Form_____ how to eat a peanut butter and jelly sandwich, as well as _____Verb Base Form_____ the clean up process.

The next step in the CONTENT CREATION PROCESS is to _____Verb Base Form_____ out an OUTLINE that will create a narrative for when he meets with his DESIGNING PARTNER.

Finally, the FINAL COURSE has been created and it is time for delivery.

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