

# 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.