

Exhibit 11.1. A Checklist of Learning Considerations for Web Sites.

1. Since this is a workplace environment focused on skills development (and not on casual browsing and incidental learning), are there specific objectives that let learners know what they will be able to do as a result of the instruction?
2. Is there content for each objective?
3. Do any of the media, materials, and methods of presentation distract from or conflict with the learning experience?
4. Have the materials been designed to support both learning and performance support, in case the user needs to find out what to do but does not have time to practice and internalize the skill just now?
5. Does the navigation show the following cues:
 - Where the learner is and what comes next?
 - The progress made so far and how much remains?
 - How to get out, home, or back to a familiar point?
 - What the learner is supposed to do at the destination link?
6. Is there evidence of a consistent instructional strategy in the way that content and other elements are displayed and organized, and in the way that learners are asked to interact with the content?
7. Do the learning activities and test items
 - Mirror the performance stated in the objective?
 - Provide useful feedback and help the learner undo erroneous thinking (rather than just saying that their answer was right or wrong)?
 - Refer the learner back to the content or to other resources?
 - Bridge to real practice and activities (if the courseware does not offer those)?
8. Is single-learner instruction enhanced wherever possible by activities that build the learning community, such as group exercises and other collaborative activities?
9. Is the learner given a time limit or estimated time to complete the courseware?
10. Are materials that are not included with the courseware, but that the learner will need, listed up front so that the learner can arrange for a complete environment?