

**Exhibit 4.1. Applying “Communities of Learning” to the Web.**

Principle	Application for Workplace and Web Learning
<p>Learning is fundamentally social: A matter of changing “identity,” not just acquiring “knowledge”</p>	<ol style="list-style-type: none"> <li>1. Learners are able to get to a real person in your Web learning environment, by e-mail, chat, discussion, or other.</li> <li>2. Your learners are not separated from their work environment while they are learning with the Web (sending employees off to a learning lab to work alone at a computer takes them out of the context where they can apply their new skills).</li> <li>3. You have provided activities—which may not involve the Web—where learners can discuss and try out their new knowledge and skills with colleagues.</li> </ol>
<p>Knowledge is integrated into the life of communities: sharing values, perspectives, and ways of doing things creates a “community of practice.” Communities can form anywhere, formally and informally, virtually and face to face, and you can be a member of many different communities simultaneously.</p>	<ol style="list-style-type: none"> <li>1. The Web learning environment fits into how your employees really perform, rather than simply housing the on-line version of the manual.</li> <li>2. Your Web learning community mirrors workplace communities already in place. Forcing learners into artificial groupings such as classes does not help them integrate their learning into their real work group.</li> <li>3. Find out which communities your learners identify with, such as managers, programmers, sales reps, or contractors. This will give you a key to what information they will access, and whose knowledge (such as which instructors or experts) they will consider credible in the Web learning environment.</li> </ol>
<p>Learning is an act of membership: the motivation to learn is the desire to participate in a “community of practice.”</p>	<ol style="list-style-type: none"> <li>1. You encourage your learners to share knowledge in the Web learning environment (for example, by posting their work for others to see and comment on). By doing this, learners show that they can contribute to the workplace community.</li> <li>2. Your Web learning environment fosters membership among Web learners who may never meet face-to-face, but who nevertheless share a workplace community.</li> </ol>

	<p>3. You have coached your Web instructors on how to help learners participate in the community.</p>
<p>Knowing depends on engagement in practice: people glean knowledge from observations and participation in a variety of situations and activities.</p>	<ol style="list-style-type: none"> <li>1. Your Web learning environment points learners to practice activities in the real work environment.</li> <li>2. Instead of creating separate, distilled information Web pages for your learners, try linking to actual company artifacts (such as business plans or competitive analyses) that have already been published on the company intranet.</li> <li>3. Organize your learning Web site around what your learners need to do to be productive. Do not organize it around the organization chart or product lines of the company.</li> </ol>
<p>Engagement is inseparable from empowerment: individuals perceive their identities in terms of their ability to contribute to and affect the life of a community.</p>	<ol style="list-style-type: none"> <li>1. Your Web learning environment gives learners real work to do.</li> <li>2. You provide structured, moderated discussions and chats that include company experts and that help learners feel a part of the workplace community.</li> <li>3. Your Web learning environment provides regular feedback, especially for learning communities who never meet face-to-face.</li> </ol>
<p>“Failure” to learn is a common result of exclusion from participation: learning requires access and opportunity to contribute.</p>	<ol style="list-style-type: none"> <li>1. Your Web learners should have contact with more skilled employees and the work that they are doing, either as part of the Web learning experience or outside it.</li> <li>2. If employees are to use the Web learning environment only at home or during off-hours, you have provided other non-Web opportunities for immediately applying what they have learned.</li> </ol>

	<p>3. You ensure that your Web learning environment does not depend on specific hardware or software platforms that may not be available to all learners.</p>
<p>We already have a society of lifelong learners: people learn what enables them to participate in the “communities of practice” they want to join.</p>	<p>1. Your Web learning environment fits into the way that employees are already learning in informal or unstructured ways on the job, rather than being trumpeted as “the new (and only) way to learn.”</p> <p>2. Lifelong learning means that the development of your Web learning environment is never “finished” in the same way that a binder or classroom course is completed for production.</p> <p>3. Continuous learning does not mean continuous browsing; the anywhere-anytime nature of the Web makes it a perfect tool for continuous learning within your company, as long as you help your learners focus on their learning needs and help them not get frustrated by the chaos of cyberspace.</p>