

E-LEARNING DESIGN FORMS



For designing, specifying, and documenting e-learning.

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LICENSE

We will dispense with the legal gobbledygook and keep it simple:

- These forms are the intellectual property of William Horton Consulting, Inc. We own them and you do not. We give you permission individually to use them for your own purposes.
- You cannot share them with colleagues, give them to friends, or sell them on E-bay. Any questions, e-mail us first, OK?
- You own whatever you fill into the forms. You can give a filled-in form to others to review but they cannot strip out your content and just use the form for their purposes.

We guarantee nothing about these forms. If you come in one morning and your computer has turned into a jellyfish, don't blame us.

Preview version
only

OVERVIEW

This document contains the E-Learning Design Forms. This document serves several functions. It contains the forms, which you can cut and paste into your own design specification. This document can also serve as a template from which you create your specifications by just editing a copy of this document. Finally, this document also contains the styles and AutoText to simplify inserting and formatting the design forms.

Forms and design aids

At William Horton Consulting, we have created a suite of design forms to guide the development process and record and share design decisions. These forms, which are available at horton.com, are keyed to specific units of knowledge products and specific points in the development process.

Before you begin looking at forms, it is important to understand the role of forms in the development method. Forms are not a magic bullet and filling in forms does not ensure good design. But filling in forms can lead us to ask better questions, to communicate more fully, and to learn from our successes and mistakes.

The purpose of these forms is to record design decisions. By doing so, we produce a tangible design that we can build on. Successes can be proliferated to other projects. Mistakes can be corrected and the correction specified for all to use.

Design forms are extremely valuable to communicate design decisions to those who carry them out, especially to direct the work of subcontractors or employees. For subcontractors, design forms can become an integral and definite part of the work assignment, thus reducing later disputes about what was called for. They can ensure consistency among the work of different groups, especially those working independently, using different tools, and producing different parts of the knowledge product.

The most important role of design forms is that they remind us to ask critical questions. The blank box on the form nags and whines until we satisfy it. It makes sure that we at least think about critical issues in time to act on them.

Why use the forms

Filling in forms is a lot of work and is not much fun. It hardly seems creative. Yet it can save you time, effort, frustration, and disappointment. It can ensure that everyone on the project is working to a common purpose.

What do forms do for you?

These forms guide and safeguard your efforts before, during, and after the project.

- **Forms cover your assets.** By recording your ideas on dated forms carrying your copyright notice, you protect your valuable intellectual property.
- **Forms capture your experience.** By recording your designs and revisions of them, you have a clear trail of thought. You can learn from your mistakes, and even more importantly, from your successes.
- **Forms impress clients.** A completely and clearly documented design cannot but impress a client who is nervous about all the billable hours you have incurred with nothing flashing on the screen to show for it.
- **Forms fully disclose designs.** By completely documenting your designs, you cannot be accused of hiding things from the client or sneaking in surprises at the last moment. Nervous attorneys can see all the text that will appear in the user-interface, regardless of how deeply it may be buried.
- **Forms focus attention on high-level details.** Forms require you to express your design ideas concisely. To fit your ideas onto a single page, you must discard nonessential ideas and concentrate on the essence of your plan.
- **Forms let you, not your tools, do the design.** Because forms are completed in simple technology, they are not restricted to ideas that work well with one particular tool or that match the capabilities of a particular vendor. You can design first, and then pick the tools and vendors to help realize your design.
- **Forms eliminate inappropriate creativity.** By specifying the essential requirements of a design, the form constrains those who will create it. While not limiting their creativity to execute the design in the best way possible, the form fully specifies the design in sufficient detail that there should be no surprises or excuses when the product is constructed.
- **Forms prompt good decisions.** Forms require you to at least think about the critical design issues. Although the form cannot guarantee you get the answer right, it can ensure that you do not forget to consider any crucial factor.

What forms do not do for you

Forms are not a panacea. They cannot think, critique, discuss, brainstorm, ponder, analyze, guess, or learn.

Forms do not design

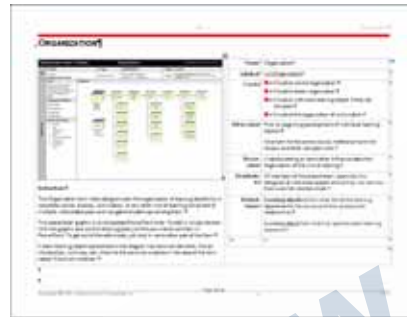
Merely writing text and sketching pictures into the boxes on a form is not design. It is easy to accumulate a stack of filled-in forms and think you have accomplished something.

Forms do not decide

Forms can prompt you to make decisions and forms can record those decisions, but forms cannot make decisions for you. Nor can they ensure that the decisions you do make are good ones.

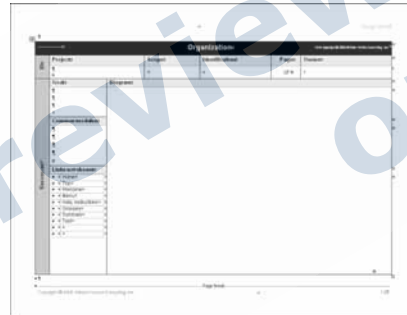
How are the forms organized

Each form is presented on four pages. Here is what each page contains:



Overview page

This page introduces the form, lists the AutoText entries, tells you where to use it, provides instructions on how to use it, and lists related forms.



Blank form

The first version of the form is completely blank. Use this version to print out a paper form that you can fill in with pen or pencil as you gather your notes.

This is also the version to use when modifying the form to create your own version.

You can use the autotext item whcXXXXBlank to insert this form where XXXX is the name of the form. For example, whcOrganizationBlank would insert a blank Organization form.



Placeholder form

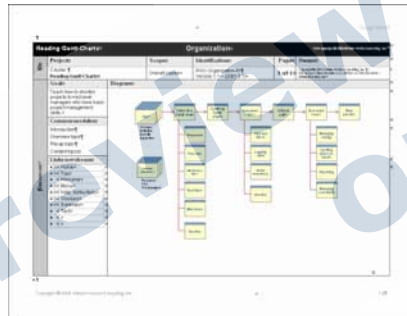
The second version of the form contains placeholders for the content you will insert into the form. These placeholders suggest the type of information to put into each slot.

The placeholder form contains two types of placeholders: text and graphic. The text placeholders are just bits of text that you replace with your own text. To select an individual word, double-click it. To select an entire paragraph, triple-click it.

The second kind of placeholder is a graphic. It is an embedded PowerPoint slide. To edit it, double-click the graphic and edit it as you would any other PowerPoint slide.

Remember to delete unused placeholder text after you complete a form.

You can use the autotext item whcXXXX to insert this form where XXXX is the name of the form. For example, whcOrganization would insert an Organization form with placeholders.



Example form

The third version is an example of the form filled in with realistic information. Use this example to help you understand how to fill in the slots on the form.

You can use the example as a template, too. Sometimes the example may come closer to the way you want to fill out the form than the placeholder version does.

INSTRUCTIONS FOR USING THESE FORMS

You can use these forms in two ways. You can print out the blank version of a form and complete it off-line. Or, you can also add these forms to your own design document and complete them directly in Microsoft word. If you choose to use these forms directly in Microsoft word, the following instructions will help you.

How to include forms in your design documents

You may place these forms in your own design document. To do that, you must first set up your design document to ensure that the forms display correctly within it. To do that:

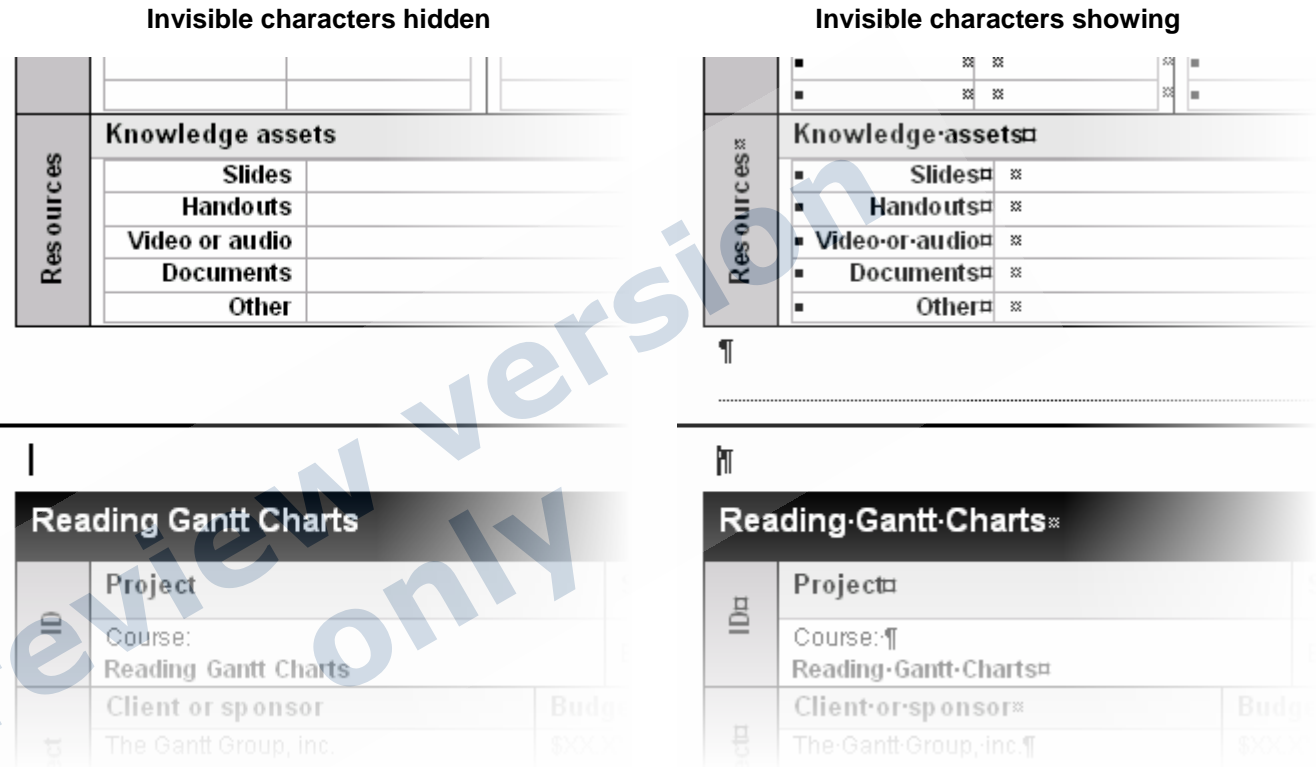
1. Set the layout of your document to *landscape*.
2. Set the top, bottom, left, and right margins of your document to .75 inches.

Now you can add forms either by cut-and-paste or AutoText. Read on for more detailed instructions.

Preview version only

Important: Set your display to show paragraphs and line breaks

You can save yourself a lot of frustration and rework by changing how you display your document. Turn on the display of paragraph marks, line breaks, and other invisible characters.



To show paragraph marks and other invisible characters, click the Show/Hide Paragraphs button on the standard toolbar. It looks like this:



Click it again to hide paragraph marks.

Displaying these normally hidden marks will make it much easier for you to insert forms, to write information into the forms, and to delete line breaks and other formatting characters you do not need.

To control exactly what is shown and hidden, select Tools → Options → View and specify which formatting characters you want to see.

Adding forms using cut and paste

You can add forms to your document using the cut-and-paste method. Here are the steps to follow:

1. Ensure that a version of this template document and your design document are open. We recommend opening a copy of this template file so as not to over-write the forms or AutoText unintentionally.
2. Select the entire form and the page-break before the form.
3. Select **Edit** → **Copy**, or type **Ctrl-C**.
4. In your document, place your cursor where you want the form to appear.
5. Select **Edit** → **Paste**, or type **Ctrl-V**.

Adding forms using AutoText

Using Microsoft Word's AutoText feature streamlines the process of adding forms to your project. This file, *Horton_ELearning_Forms.dot*, contains AutoText entries for the Placeholder forms and the Blank forms. If you are unfamiliar with AutoText, take a look at the Help for Microsoft Word and search for "AutoText." Here are the steps to follow:

1. Open a new document and attach this file, *Horton_ELearning_Forms.dot*, as its template. If you do not know how to do that, see page 12 for more about attaching templates.
2. In your document, place your cursor where you want the form to be inserted.
3. Select **Insert** → **AutoText** → **AutoText**.
4. In the AutoCorrect dialog box, choose the **AutoText** tab.
5. Type the AutoText entry from each form's instructions into the text box, or choose the AutoText entry from the scrolling list. You will see a preview of the form in the Preview area.
6. Select **Insert**.
7. The form will appear in your document.

Basic Word skills

Here are the types of task you will need to perform in order to use these forms. If you are unsure how to perform any of these tasks, use the Microsoft Word Help file.

Filling in blanks

We have tried to make filling form blanks easy.

For blank forms: Place your cursor in a blank and begin typing.

For placeholder forms: Placeholder forms contain hints to help you decide what kind of content should be entered. To edit the placeholder text, double-click single words, such as NameOfPerson and begin typing. To select a whole paragraph of text or a whole cell, simply triple-click some of the placeholder text.

Making forms start on a new page

Some of these forms may not fill an entire page. To ensure that any additional forms you add to your design document start on a new page, insert a page break before adding a new form. To do so:

1. Select **Insert** → **Break...**
2. From the Break dialog box, choose **Page break** from Break types.


Editing embedded PPT graphics

Some of our forms have embedded PowerPoint slides that are used for diagrams. As long as you have Microsoft PowerPoint installed, you can easily edit them just like you edit any PowerPoint slide. To begin editing, you must activate the embedded slide. There are two ways to do that:

1. Double-click the embedded slide. PowerPoint will start up in the background and the embedded slide will appear within a wide gray border.
2. Right-click the embedded slide and choose Slide object → Edit. As with method 1, the embedded slide will appear within a wide gray border.

Now you can edit the slide using familiar Microsoft office tools. When you are finished, simply click outside the slide in the margin of the word document.

Tables within tables

These forms use tables within tables, a feature available in Microsoft Word XP and above. Working with nested tables can be a bit tricky. You need to be sure what table you editing when you wish to add or delete rows. Tables are easy to identify. When you hover over a table you will see  at the upper-left corner of the active table. Once you have identified the table you wish to edit, simply use the **Table** → **Insert** command, and then add or delete rows or columns.

Attaching as a template

Once you become familiar with these forms you may want to use this template as—well, a template. Here is how to do that:

1. Save a copy of this file and name it *Horton_EL_Forms_Template.dot*, or anything you wish to name it.
2. Open this new template and type Ctrl-A to select all the content in the file and delete it.
3. Save your new template.
4. Place this template file into your Microsoft Word template directory.

This directory can be in one of several places. For those using Windows XP, the directory is likely to be: C:\Documents and Settings\[nameOfTheAdministrativeUser]\Application Data\Microsoft\Templates. If this folder does not exist or does not contain a file called *normal.dot*, then there is another method to use to find where Word is hiding its templates—search for it.

- a. From the **Start** menu, choose **Search**.
 - b. In the Search window, select **All files and folders**.
 - c. Type *normal.dot* into the first blank field.
 - d. Choose **More advanced options**.
 - e. Place a check mark in the first three options (Search system folders, Search hidden files and folders, Search subfolders).
 - f. Choose **Search**.
 - g. Take note of where *normal.dot* is located and place your new template file in the same folder.
5. Open Microsoft Word.
 6. Choose **File → New**
 7. In the new Document panel, choose **On my computer...** under the **Templates** heading.
 8. In the Templates dialog box on the **General** tab, choose your new template.

Using AutoText, you are ready to begin creating your new design document.

PROJECT FORM

Reading Gantt Charts		Project				Form Copyright © 2005 William Horton Consulting, Inc.	
ID	Project	Scope	Identification	Page	Owner		
	Course: Reading Gantt Charts	Entire course	RGC-Project-01 Version 1.1 – (2003.5.1)	1 of 1	Copyright © 2005 William Horton Consulting, Inc. 333 Spring Street, Boulder, CO, 80503 • tel:303.445.6964 william@horton.com		
Project	Client or sponsor	Budget	Management support		Due		
	the Gantt Group, Inc. Martha Legare 6475 EastJoy Rd. Ann Arbor, MI 48105-9680	\$XX.XXXX USD	Project authorized by Martha Legare.		When	1 April 2001	
Goals	Enterprise goals	Performance goal		Project goal			
	Attract more clients for the Gantt Group.	Potential clients for the Gantt Group will recognize that understanding Gantt Charts can help them better manage projects and that the Gantt group can provide that expertise.		Teach mid-level managers to shorten projects by interpreting Gantt Charts.			
Requirements	Economic		Media		Technical		
	Because this course will be offered for free, it must not cost much to create and be nearly maintenance free—by non-technical owners.		No media server.		Learners must be able to self-register.		
Team	Customer representatives		Management	Design		Production staff	
	Person Martha Legare	Position CEO, Gantt Group	Financial Project Kit Horton Kit Horton	Instructional design Media design	William Horton William Horton		Writing Illustrating Animation Sound Video William Horton Kandyba Kit Horton Kit Horton
Resources	Knowledge assets		Subject-matter experts		Technical specialists		
	Slides PowerPoint presentation on chart conventions Handouts Class notes Video or audio Videotape of lectures Documents Text books on the subject Other Quizzes and exams from classroom courses		Person Kelly Kalmes	Expertise Gantt Chart fundamentals	Authoring tools Programming Integration	Kit Horton William Horton Kit Horton	

Instructions

Use the Project form to summarize top-level information about a project. Link to other forms and documents to provide more complete information or to elaborate on entries on the Project form.

AutoText whcProject, whcProjectBlank

- Use to**
- Define the charter of the project.
 - Record details.
 - Ensure commitment.
 - Supplement a written contract.

Fill in when First starting a project. Maintain one form per project.

Revise when The scope, nature, or personnel of a project changes.

Distribute to Managers, supervisors, and team leaders on a project. Before doing so, you may want to remove financial information.

Related forms **Learners** form for each group educated.

Learning Objectives form for the learning objectives necessary for the project goal.

			Project		Form copyright © 2005 William Horton Consulting, Inc.
ID	Project	Scope	Identification		Owner
Project	Client or sponsor	Budget	Management support		Due When Where To whom Format
Goals	Enterprise goals	Performance goal		Learning goal	
Needs	Economic		Media	Technical	
Team	Customer representatives	Management	Design		Production staff
	Person Position	Financial Project	Instructional design Media design		Writing Illustrating Animation Sound Video
Resources	Knowledge assets		Subject-matter experts		Technical specialists
	Slides Handouts Video or audio Documents Other		Person Expertise		Authoring tools Programming Integration

ProjectTitle		Project		Form copyright © 2005 William Horton Consulting, Inc.	
ID	Project	Scope	Identification		Owner
	TypeProject: FullProjectTitle	WhereThisFormApplies	XXX-Project-nn Version n.n – (date)		Copyright © year CopyrightOwner' Address PhoneNumber EMailAddress
Project	Client or sponsor	Budget	Management support		Due
	SponsorRepresentative SponsorOrganization SponsorAddress SponsorPhone	\$XX.XXX USD	Role: NameOfPerson. Role: NameOfPerson. Role: NameOfPerson. Role: NameOfPerson.		When Date Where CityOrOffice To whom NameOfPerson Format PhysicalFormat
Goals	Enterprise goals	Performance goal		Learning goal	
	What the organization hopes to accomplish.	What people must do differently in order to accomplish the enterprise goal. Specify how they must manifest new behaviors, skills, and attitudes.		What specifically this project will accomplish to contribute to the performance goal.	
Needs	Economic	Media		Technical	
	Restrictions on the financing of the project such as the size of the budget, cash-flow milestones, or expectations for return on investment.	Limitations on what media may be used, such as which formats are allowed, forbidden, or required.		Requirements and restrictions on specific technical capabilities or the use of certain technologies.	
Team	Customer representatives	Management	Design		Production staff
	Person Position NameOfPerson RoleOrTitle	Financial NameOfPerson Project NameOfPerson	Instructional NameOfPerson design Media design NameOfPerson		Writing NameOfPerson Illustrating NameOfPerson Animation NameOfPerson Sound NameOfPerson Video NameOfPerson
Resources	Knowledge assets		Subject-matter experts		Technical specialists
	Slides DescriptionOfThisAsset Handouts DescriptionOfThisAsset Video or audio DescriptionOfThisAsset Documents DescriptionOfThisAsset Other DescriptionOfThisAsset			Person Expertise NameOfPerson TheirExpertise NameOfPerson TheirExpertise NameOfPerson TheirExpertise	

Reading Gantt Charts			Project		Form copyright © 2005 William Horton Consulting, Inc.																					
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Integration	Kit Horton																									

LEARNERS

Gantt chart readers		Learners				Form copyright © 2005 William Horton Consulting, Inc.		
ID	Project	Scope	Identification	Page	Owner			
	Course: Reading Gantt Charts	Entire course	RGC-Consumers-01 Version 1.1 – (2003.5.1)	1 of 1	Copyright © 2005 William Horton Consulting, Inc. 838 Spine Street, Boulder, CO, 80503 +1.303.445.6964 whc@horton.com			
Learners	Description	Job function	Education	Experience	Demographics			
	Middle and upper managers who need to read and interpret Gantt charts. Typically supervise those who actually construct the Gantt charts. Portion of total audience: 100%	General management duties, including management of complex projects Time value: \$100K per year	Business degree and training in corporate policies but no specific training in reading and constructing Gantt charts.	85% have seen Gantt charts, understand that they show project schedules, and perhaps recognize task bars.	Age range	30-65		
Goals	What do they hope to gain?	Why do they take the learning?			Financial involvement			
	Learn to interpret Gantt charts, especially how to use them to make better decisions regarding the scheduling and supervision of complex projects	65% To accomplish current job 20% To qualify for new job 15% To pass certification test	Required by boss	15% To make more money Curiosity & self-improvement Other	Paid for time learning? Yes Costs they pay themselves: (none)			
Where	When will they learn?	Where will they learn?	Geographic distribution	Environment				
	Designated times 85% Normal work hours 5% Evenings 10% Weekends Other	60% Private office 30% Cubicle Factory floor Training center 5% Hotel 15% Home Other.	All in one building All on one campus All in one city 60% All in one country 40% over 24 time zones	Space: No room for more than one piece of paper beside the computer Lighting: OK Noise: Normal office noise with frequent interruptions (every 10 minutes or so)				
Abilities	Computer skills		Language skills		Typing		Disabilities	
	X E-mail X Web browser X Word processor X Other desktop applications Discussion forums	Chat and messaging Install software Writing macros Programming	Reading 10 th Grade level Writing 10 th Grade level Languages English 60% 1 st language 40% 2 nd language	E-mail 15 quality words/min Letter 10 quality words/min	None beyond those implied by the demographics of learners. Note: This course is not required to comply with Section 508 or W3C WAG			
Technology	Hardware			Software		Network connection		
	Processor P2 100+ MHz Memory 24 MB Display size 800 x 600 Colors Thousands	Disc CD-ROM 4X Audio out 16-bit Audio in (none) Video in (none)	OS Windows 98 Browser IE 4+, NS 4+ Players Flash 4 Applications MS Project	% 60% 20% 20% -	Type Intranet Broadband Dialup Wireless	Up 1 M Down 1 M .2 M .02 M	Cost - - - -	

Instructions

Use the Learners form to help you analyze the users of your learning product. This form asks why learners are taking your learning, where they will access it, when they will do so, their level of computer skills, and their language skills. The information you gather here will help you better fit your learning product to their needs.

AutoText whcLearners, whcLearnersBlank

Use to Identify a group of learners for whom you are designing e-learning. The group should have similar characteristics.

Fill in when At the beginning of a project after completing the Project form. Fill in one form per each group of learners targeted.

Revise when Nature of a group of learners change.

Distribute to Managers, supervisors, team leaders, instructional designers, media-producers, and subject-matter experts.

Related forms Project form that describes the project involving this group of learners.

			Learners		Form copyright © 2005 William Horton Consulting, Inc.		
ID	Project	Scope	Identification			Owner	
Learners	Description	Job function	Education	Experience	Demographics		
	Portion of total audience: %	Time value: per			Age range	Gender mix	Nationality
Goals	What do they hope to gain?		Why do they take the learning?			Financial involvement	
			To accomplish current job Required by boss To qualify for new job To pass certification test			To make more money Curiosity & self-improvement Other	
Where	When will they learn?	Where will they learn?	Geographic distribution		Environment		
	Designated times Normal work hours Evenings Weekends Other	Private office Cubicle Factory floor Training center Hotel Home Other:	All in one building All on one campus All in one city All in one country over ___ time zones		Space Lighting Noise		
Abilities	Computer skills		Language skills		Typing		Disabilities
	E-mail Web browser Word processor Other desktop applications Discussion forums	Chat and messaging Install software Writing macros Programming	Reading Writing Languages English % 1 st language % 2 nd language		E-mail quality words/min Letter quality words/min		
Technology	Hardware		Software		Network connection		
	Processor Memory Display size Colors	Disc Audio out Audio in Video in	OS Browser Players Applications		% Type Intranet Broadband Dialup - Wireless	Up	Down

GroupOfLearners			Learners			Form copyright © 2005 William Horton Consulting, Inc.				
ID	Project		Scope		Identification			Owner		
	TypeProject: FullProjectTitle		WhereThisFormApplies		XXX-Learners-nn Version n.n – (date)			Copyright © year CopyrightOwner' Address PhoneNumber EMailAddress		
Learners	Description		Job function		Education		Experience		Demographics	
	Characteristics of this group of learners. The description should be sufficient for designers to make decisions on behalf of this group. Portion of total audience: nn%		What duties this group of learners performs as part of its job or assignment. Time value: \$nnK per year		Educational background of this group of learners: Degree, field, and type of school.		Work experience and other experience common to this group of learners.		Age range nn - nn Gender mix nn% male Nationality nn% Nationality	
Goals	What do they hope to gain?			Why do they take the learning?				Financial involvement		
	What the learners hope to get from learning. List specific skills, knowledge, and other advantages. State these from the perspective of the learner.			nn% To accomplish current job nn% Required by boss nn% To qualify for new job nn% To pass certification test nn% To make more money nn% Curiosity & self-improvement nn% Other nn%				Paid for time learning? YesOrNo Costs they pay themselves: CostsPaidByLearners		
Where	When will they learn?		Where will they learn?		Geographic distribution		Environment			
	nn% Designated times nn% Normal work hours nn% Evenings nn% Weekends nn% Other		nn% Private office nn% Cubicle nn% Factory floor nn% Training center nn% Hotel nn% Home nn% Other: TheOther		nn% All in one building nn% All on one campus nn% All in one city nn% All in one country nn% over nn time zones		Space Description of the space where learning will take place. Lighting Description of lighting where learning will take place. Noise Description of noise and interruptions where learning will take place.			
Abilities	Computer skills			Language skills			Typing		Disabilities	
	E-mail Web browser Word processor Other desktop applications Discussion forums			Chat and messaging Install software Writing macros Programming			Reading ReadingLevel Writing WritingLevel Languages English nn% 1 st language nn% 2 nd language		E-mail nn quality words/min Letter nn quality words/min	Physical and mental disabilities common among this group of learners. Examples may include less than perfect vision, hearing, or eye-hand coordination.
Technology	Hardware				Software			Network connection		
	Processor XX n.n GHz Memory nn GB Display size nnn x nnn Colors NumberColors		Disc CD-ROM nnX Audio out AudioSpecs Audio in AudioSpecs Video in VideoSpecs		OS OperatingSystem Browser BrowserName Players MediaPlayers Applications ProgramNames			% Type Up Down Cost nn% Intranet nn M nn M \$nn/unit nn% Broadband nn M nn M \$nn/unit nn% Dialup nn M nn M \$nn/unit nn% Wireless nn M nn M \$nn/unit		

Gantt chart readers				Learners		Form copyright © 2005 William Horton Consulting, Inc.																																																					
ID	Project		Scope	Identification			Owner																																																				
	Course: Reading Gantt Charts		Entire course	RGC-Consumers-01 Version 1.1 – (2003.5.1)			Copyright © 2003 William Horton Consulting, Inc. 838 Spruce Street, Boulder, CO, 80203 +1.303.545.6964 william@horton.com																																																				
Learners	Description		Job function	Education	Experience	Demographics																																																					
	Middle and upper managers who need to read and interpret Gantt charts. Typically supervise those who actually construct the Gantt charts. Portion of total audience: 100%		General management duties, including management of complex projects Time value: \$100K per year	Business degree and training in corporate policies but no specific training in reading and constructing Gantt charts.	85% have seen Gantt charts, understand that they show project schedules, and perhaps recognize task bars.	Age range 30-65 Gender mix 60% male Nationality 65% US & Canada																																																					
Goals	What do they hope to gain?			Why do they take the learning?			Financial involvement																																																				
	Learn to interpret Gantt charts, especially how to use them to make better decisions regarding the scheduling and supervision of complex projects			65% To accomplish current job Required by boss 15% 20% To qualify for new job To pass certification test			To make more money Curiosity & self-improvement Other																																																				
Where	When will they learn?		Where will they learn?	Geographic distribution		Environment																																																					
	85% Designated times 5% Normal work hours 10% Evenings Weekends Other		60% Private office 30% Cubicle Factory floor Training center 5% Hotel 15% Home Other:	All in one building All on one campus All in one city 60% All in one country 40% over 24 time zones		Space: No room for more than one piece of paper beside the computer Lighting: OK Noise Normal office noise with frequent interruptions (every 10 minutes or so)																																																					
Abilities	Computer skills			Language skills		Typing		Disabilities																																																			
	X E-mail X Web browser X Word processor X Other desktop applications Discussion forums			Chat and messaging Install software Writing macros Programming		Reading 10 th Grade level Writing 10 th Grade level Languages English 60% 1 st language 40% 2 nd language		E-mail 15 quality words/min Letter 10 quality words/min		None beyond those implied by the demographics of learners. Note: This course is not required to comply with Section 508 or W3C WAG																																																	
Technology	Hardware			Software			Network connection																																																				
	<table border="0"> <tr> <td>Processor</td> <td>P2 100+ MHz</td> <td>Disc</td> <td>CD-ROM 4X</td> </tr> <tr> <td>Memory</td> <td>24 MB</td> <td>Audio out</td> <td>16-bit</td> </tr> <tr> <td>Display size</td> <td>800 x 600</td> <td>Audio in</td> <td>(none)</td> </tr> <tr> <td>Colors</td> <td>Thousands</td> <td>Video in</td> <td>(none)</td> </tr> </table>			Processor	P2 100+ MHz	Disc	CD-ROM 4X	Memory	24 MB	Audio out	16-bit	Display size	800 x 600	Audio in	(none)	Colors	Thousands	Video in	(none)	<table border="0"> <tr> <td>OS</td> <td>Windows 98</td> </tr> <tr> <td>Browser</td> <td>IE 4+, NS 4+</td> </tr> <tr> <td>Players</td> <td>Flash 4</td> </tr> <tr> <td>Applications</td> <td>MS Project</td> </tr> </table>			OS	Windows 98	Browser	IE 4+, NS 4+	Players	Flash 4	Applications	MS Project	<table border="0"> <tr> <td>%</td> <td>Type</td> <td>Up</td> <td>Down</td> <td>Cost</td> </tr> <tr> <td>60%</td> <td>Intranet</td> <td>1 M</td> <td>1M</td> <td>-</td> </tr> <tr> <td>20%</td> <td>Broadband</td> <td>.2 M</td> <td>1M</td> <td>-</td> </tr> <tr> <td>20%</td> <td>Dialup</td> <td>.02 M</td> <td>.02 M</td> <td>-</td> </tr> <tr> <td>-</td> <td>Wireless</td> <td></td> <td></td> <td></td> </tr> </table>					%	Type	Up	Down	Cost	60%	Intranet	1 M	1M	-	20%	Broadband	.2 M	1M	-	20%	Dialup	.02 M	.02 M	-	-	Wireless		
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LEARNING OBJECTIVES

Reading Gantt Charts - Example		Learning objectives			Form Copyright © 2005 William Horton Consulting, Inc.
ID	Project	Scope	Identification	Page	Owner
	Course: Reading Gantt Charts	Entire course	RGC-Objectives-011 Version 1.1 – (2003.5.1)	1 of 1	Copyright © 2005 William Horton Consulting, Inc. 838 Spruce Street, Boulder, CO, 80203 +1.303.445.6964 william@horton.com
Meta	Overall objective Shorten projects by applying data available in Gantt charts		Learners Mid-level managers with project-management responsibilities.	Prerequisites for all objectives Project management experience and familiarity with the terms and conventions of project management.	
Objectives	Objectives				
	ID	Objective	Other prerequisites		
	00	Read and interpret Gantt charts.			
	01	Define and recognize Gantt charts.			
	02	Believe Gantt charts offer benefits to them.	01		
	03	Appreciate that Gantt charts are well established.	01		
	04	Recognize Henry Gantt as the originator of Gantt charts.	01		
	05	Interpret symbols in Gantt charts.			
	06	Name and locate the parts of a Gantt chart	01		
	07	Interpret the grid background of Gantt charts.	06		
	08	Interpret task bars.	06		
	09	Interpret float lines.	06		
	10	Interpret dependency markers.	06		
	11	Interpret milestone markers.	06		
	12	Interpret summary-task symbols [eliminated]	06		
	13	Recognize dependencies that can appear in a Gantt chart.	01		
	14	Interpret start and finish dependencies.	10		
	15	Interpret partial dependencies.	10		
	16	Interpret lagging-start dependencies.	10		
	17	Relate task durations, starts, and dependencies to chart symbols	05-16		
	18	Interpret the implications of Gantt charts for project completion.	06, 08, 10		
	19	Consolidate knowledge for more sophisticated interpretations.	06, 13, 18		
	20	Interpret requirements implied in a Gantt chart.	06, 13, 18		
	21	Estimate consequences to changes to a project plan.	06, 13, 18		
22	Recognize places where project schedules can be improved	06, 13, 18, 21			
23	Recognize software used to create Gantt charts.	01			

Instructions

The Learning objectives form is a hierarchical list of learning objectives that the learning product must accomplish. Objectives that are indented beneath a parent objective are prerequisites of that parent objective.

In the **Other prerequisites** column list the ID of other objectives that are prerequisites for the objective.

Express objectives in terms of the performance the objective enables the learner to accomplish. Omit generic phrases such as “Upon completion the learner will be able to” as these are implied.

AutoText whcObjectives, whcObjectivesBlank

Use to

- List all the learning objectives this project must accomplish.
- Show prerequisite relationships among learning objects.

Fill in when At the beginning of the project after completing the Project and Learner forms. For simple projects, you will need one form per project. For a complex project, you may want to fill in separate Learning objectives forms for each lesson, especially if the lessons will be reused in multiple projects.

Revise when The scope or goals of the project change.

Distribute to Managers, supervisors, team leaders, and designers on a project.

Related forms **Organization** forms shows how the learning objectives will be structured.

Learning objects forms fully specify how you will accomplish each learning objective.

Note Do **not** use indentation to show the organization of the course. Use an Organization form for that purpose. Use indentation here to show prerequisite relationships among learning objectives.

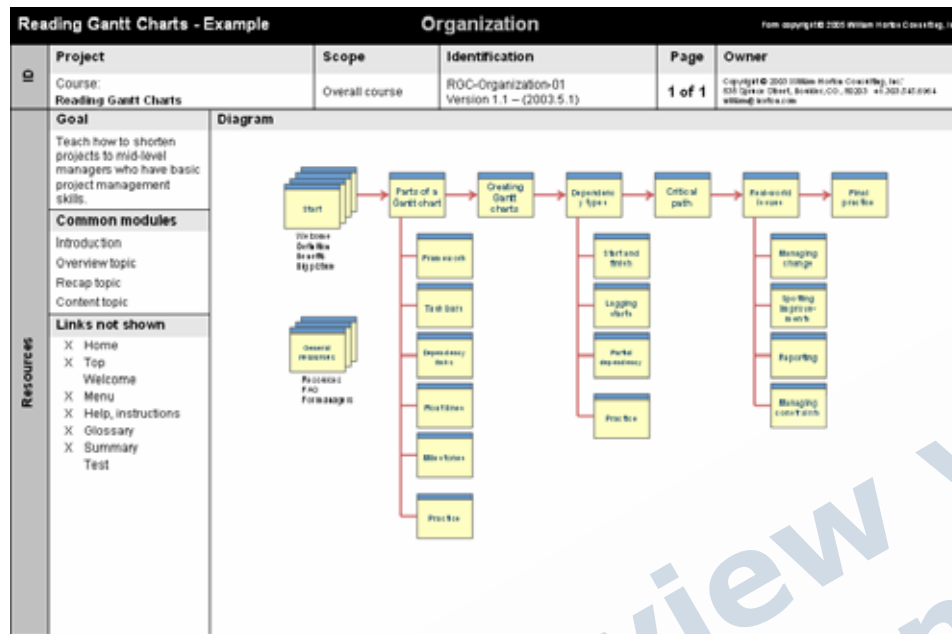
		Learning objectives		Form copyright © 2005 William Horton Consulting, Inc.	
ID	Project	Scope	Identification		Owner
Meta	Overall objective		Learners		Prerequisites for all objectives
Objectives	Objectives				
	ID	Objective			Other prerequisites

Preview version only

UnitOfTheProject		Learning objectives		Form copyright © 2005 William Horton Consulting, Inc.
ID	Project	Scope	Identification	Owner
	TypeProject: FullProjectTitle	WhereThisFormApplies	XXX-Objectives-nn Version n.n – (date)	Copyright © year CopyrightOwner' Address PhoneNumber EMailAddress
Meta	Overall objective		Learners	Prerequisites for all objectives
	The top level objective for the whole course or project, phrased as something the learner will be able to do after completing the course.		Short description of the learners for the course or project.	Overall prerequisites assumed for everyone beginning the course.
Objectives	Objectives			
	ID	Objective	Other prerequisites	
	1	Action_verb Direct_object and some more of the objective.	nn, nn	
	2	Action_verb Direct_object and some more of the objective.	nn, nn	
	3	Action_verb Direct_object and some more of the objective.	nn, nn	
	4	Action_verb Direct_object and some more of the objective.	nn, nn	
	5	Action_verb Direct_object and some more of the objective.	nn, nn	
	6	Action_verb Direct_object and some more of the objective.	nn, nn	
	7	Action_verb Direct_object and some more of the objective.	nn, nn	
	8	Action_verb Direct_object and some more of the objective.	nn, nn	
	9	Action_verb Direct_object and some more of the objective.	nn, nn	
	10	Action_verb Direct_object and some more of the objective.	nn, nn	
	11	Action_verb Direct_object and some more of the objective.	nn, nn	
	12	Action_verb Direct_object and some more of the objective.	nn, nn	
	13	Action_verb Direct_object and some more of the objective.	nn, nn	
	14	Action_verb Direct_object and some more of the objective.	nn, nn	
	15	Action_verb Direct_object and some more of the objective.	nn, nn	
	16	Action_verb Direct_object and some more of the objective.	nn, nn	
	17	Action_verb Direct_object and some more of the objective.	nn, nn	
	18	Action_verb Direct_object and some more of the objective.	nn, nn	
	19	Action_verb Direct_object and some more of the objective.	nn, nn	
	20	Action_verb Direct_object and some more of the objective.	nn, nn	
	21	Action_verb Direct_object and some more of the objective.	nn, nn	
	22	Action_verb Direct_object and some more of the objective.	nn, nn	
23	Action_verb Direct_object and some more of the objective.	nn, nn		

Reading Gantt Charts		Learning objectives		Form copyright © 2005 William Horton Consulting, Inc.
ID	Project Course: Reading Gantt Charts	Scope Entire course	Identification RGC-Objectives-011 Version 1.1 – (2003.5.1)	Owner Copyright © 2003 William Horton Consulting, Inc. 838 Spruce Street, Boulder, CO, 80203 +1.303.545.6964 william@horton.com
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	06	Name and locate the parts of a Gantt chart	01	
	07	Interpret the grid background of Gantt charts.	06	
	08	Interpret task bars.	06	
	09	Interpret float lines.	06	
	10	Interpret dependency markers.	06	
	11	Interpret milestone markers.	06	
	12	Interpret summary-task symbols [eliminated]	06	
	13	Recognize dependencies that can appear in a Gantt chart.	01	
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22	Recognize places where project schedules can be improved	06, 13, 18, 21		
23	Recognize software used to create Gantt charts.	01		

ORGANIZATION



Instructions

The Organization form helps designers plan the organization of learning objects for a complete course, a lesson, a simulation, or any other unit of learning comprised of multiple, interrelated parts with navigational pathways among them.

The placeholder graphic is an embedded PowerPoint slide. To edit it, simply double-click the graphic and use the drawing tools just like you would use them in PowerPoint. To get out of the edit mode, just click in some other part of the form.

If each learning object represented in the diagram has common elements, like an introduction, summary, etc., then list the common modules in the area of the form called “Common modules.”

AutoText whcOrganization, whcOrganizationBlank

Use to Visually describe the:

- Structure of a course, lesson, or complex learning object.
- Navigation possible among components of a course or lesson.
- Pathways through the scenes of a branching simulation.

Fill in when Prior to beginning development of individual learning objects or other components depicted in the form.

Fill in one form for the overall course. If the course is complex, you may use additional forms for lessons or other parts of the course.

Revise when Testing or user feedback indicates the organization can be improved.

Distribute to All members of the project team, especially the designers of individual objects so that they can see how their work fits into the whole and can put in appropriate links.

Related forms **Learning objectives** form lists all the learning objectives for the course and their prerequisite relationships.

Learning object form may specify more detail about each object shown in the organization.

Simulation scene form may specify the details of individual scenes shown in the organization.

		Organization		Form copyright © 2005 William Horton Consulting, Inc.
ID	Project	Scope	Identification	Owner
Resources	Goal	Diagram		
	Common modules	<p style="text-align: center; font-size: 2em; opacity: 0.3; transform: rotate(-20deg);">Preview version only</p>		
	Links not shown			
<ul style="list-style-type: none"> Home Top Welcome Menu Help, instructions Glossary Summary Test 				

UnitOfTheProject		Organization		Form copyright © 2005 William Horton Consulting, Inc.
ID	Project	Scope	Identification	Owner
	TypeProject: FullProjectTitle	WhereThisFormApplies	XXX-Organization-nn Version n.n – (date)	Copyright © year CopyrightOwner' Address PhoneNumber EMailAddress
Resources	Goal	Diagram		
	Brief restatement of the goal of this unit of the project.			
	Common modules			
ModuleName ModuleName ModuleName ModuleName				
Links not shown				
X Home X Top X Welcome X Menu X Help, instructions X Glossary X Summary X Test				

Reading Gantt Charts		Organization		Form copyright © 2005 William Horton Consulting, Inc.
ID	Project	Scope	Identification	Owner
	Course: Reading Gantt Charts	Overall course	RGC-Organization-01 Version 1.1 – (2003.5.1)	Copyright © 2003 William Horton Consulting, Inc. 838 Spruce Street, Boulder, CO, 80203 +1.303.545.6964 william@horton.com
Resources	Goal	Diagram		
	Common modules			
	Links not shown			