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DOCUMENTS REVIEW CHECKLIST

Check Design Documents for all elements:

Document Elements	Does the Design Document 	Yes	No
Overview	State the purpose of the course?	<input type="checkbox"/>	<input type="checkbox"/>
	Describe the overall outcomes to be achieved by the course?	<input type="checkbox"/>	<input type="checkbox"/>
Target Audience	Describe the intended audience?	<input type="checkbox"/>	<input type="checkbox"/>
Prerequisites	List the prerequisite course or knowledge/skills required before taking the course?	<input type="checkbox"/>	<input type="checkbox"/>
Assessment/ Certification	Describe the assessment strategy to be used within the course, including answers to the following questions: <ul style="list-style-type: none"> • Will there be pre-tests? Will they be mandatory? • At what point(s) within the course will assessment occur (e.g., at the beginning or end of the course, at the beginning or end of each module)? • Is there a required mastery level for passing the course/module? If so, what is that score? What happens to individuals who fail to demonstrate mastery? • How many times will the individual be allowed to retake assessments? 	<input type="checkbox"/>	<input type="checkbox"/>
Course Map	Provide an overview of the layout of the program, such as a diagram or flowchart?	<input type="checkbox"/>	<input type="checkbox"/>
Module Designs	Provide the following information for each module within the course: <ul style="list-style-type: none"> • Module Title? • Terminal Learning Objective (TLO)? • Enabling Learning Objective (ELO)? • Projected Module Length in minutes? • Content Outline of Key Topics? • Recommended Instructional Strategies incorporated within the module? • Media to be used within the module (e.g., text, audio, video) ? 	<input type="checkbox"/>	<input type="checkbox"/>



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Technical Specifications	List any special technical requirements (e.g., specifications for delivery system?)	<input type="checkbox"/>	<input type="checkbox"/>
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Check the Instructional Approach

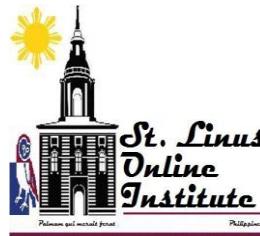
Approach	Yes	No	N/A
Methods and Media			
Will the proposed interactions engage the student?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the media mix support the objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the technical environment (e.g., student's computers, network, or servers) support the proposed methods and media?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do the proposed methods and media fit within the budget constraints?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Module Length			
Have the modules been divided into small enough units to allow sufficient breaks for students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Strategy			
Does the assessment strategy support the client's overall goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the assessment feasible to implement from a technical standpoint?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check the Content Flow

Content	Yes	No	N/A
Major Topics			



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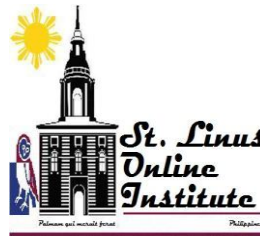


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Are the major topics sequenced in a way that will be logical to the students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will it be easy to present the major topics in this sequence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will the students acquire all prerequisite skills and knowledge if the topics are presented in the sequence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subtopics			
Are the subtopics sequenced in a way that will be logical to the students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will it be easy to present the subtopics in this sequence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will the students acquire all prerequisite skills and knowledge if the subtopics are presented in the sequence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Size of Topics			
Are the major topics and subtopics broken into units that are small enough to be mastered by the students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the major topics and subtopics broken into units that are large enough to be meaningful to the students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the major topics broken into units that are equal in size and or importance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistency			
Are similar topic areas covered to the same levels of depth?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a rationale for treating topics at different levels of depth?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is consistent wording used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NOTE: Consistent wording can help the students to see the linkages among topics. Also, consistent wording makes the structure apparent to the students. When the students understand the structure, learning comes more easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content			



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If the students acquire this content, will they be able to achieve the learning objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the content accurate and up-to-date?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

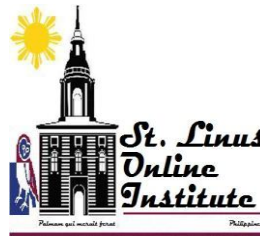
STORYBOARD REVIEW CHECKLIST

Review the Instructional Quality

Storyboard		Yes	No
Content	Is the content relevant to the objectives?	<input type="checkbox"/>	<input type="checkbox"/>
	Is the content presentation well organized?	<input type="checkbox"/>	<input type="checkbox"/>
	Does the writing style use short sentences in active voice?	<input type="checkbox"/>	<input type="checkbox"/>
	Is the content at the appropriate level of difficulty?	<input type="checkbox"/>	<input type="checkbox"/>
	Are new terms and acronyms defined and jargon eliminated from the content?	<input type="checkbox"/>	<input type="checkbox"/>
	Is an appropriate amount of content present on each screen?	<input type="checkbox"/>	<input type="checkbox"/>
	Are screen headers/titles used to show the student progress in the module?	<input type="checkbox"/>	<input type="checkbox"/>
	Are sufficient examples used to demonstrate the points being made?	<input type="checkbox"/>	<input type="checkbox"/>
	Is the content free of racial, ethnic, gender, and other stereotypes?	<input type="checkbox"/>	<input type="checkbox"/>
	Is the content free of typographical and grammatical errors?	<input type="checkbox"/>	<input type="checkbox"/>
Interactions	Are interactions frequent and meaningful?	<input type="checkbox"/>	<input type="checkbox"/>
	Are interactions appropriate for students?	<input type="checkbox"/>	<input type="checkbox"/>
	Are instructions for completing interactions clear?	<input type="checkbox"/>	<input type="checkbox"/>



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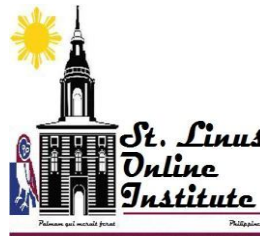
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	Will students receive feedback after they complete each interaction?	<input type="checkbox"/>	<input type="checkbox"/>
Graphics	Do the proposed graphics support the content and are they placed consistently on the screen?	<input type="checkbox"/>	<input type="checkbox"/>
	Are the proposed graphics appropriate for the target audience?	<input type="checkbox"/>	<input type="checkbox"/>
	Are appropriate file names provided for graphics?	<input type="checkbox"/>	<input type="checkbox"/>
Audio Scripts	Is the audio consistent with the text that appears on the screen?	<input type="checkbox"/>	<input type="checkbox"/>
	Is the audio written to be easily absorbed by the listener?	<input type="checkbox"/>	<input type="checkbox"/>
Video Scripts	Will the video segments hold the students' attention?	<input type="checkbox"/>	<input type="checkbox"/>
	Will students identify with the characters and situations shown in the video?	<input type="checkbox"/>	<input type="checkbox"/>
	Is narration used to explain points that are not obvious in the visuals?	<input type="checkbox"/>	<input type="checkbox"/>
	Do the visual images support the narration?	<input type="checkbox"/>	<input type="checkbox"/>
	Is the language used appropriate (i.e., contains minimal jargon and correct vocabulary level) for the target audience?	<input type="checkbox"/>	<input type="checkbox"/>
Learner Control & Navigation	Do the menus and module structures provide sufficient options to allow students to choose the parts of the module that they need to review?	<input type="checkbox"/>	<input type="checkbox"/>
	Will students be able to understand how to navigate through the modules?	<input type="checkbox"/>	<input type="checkbox"/>
Programming Instructions	Do the branching logic and other programming instructions correctly reflect the different pathways students can take through the modules?	<input type="checkbox"/>	<input type="checkbox"/>

Review the Technical Accuracy (Completed by the Subject-Matter Expert)



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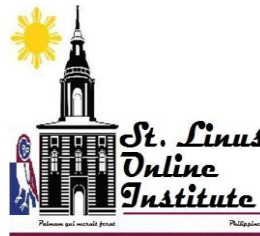
Storyboard		Yes	No
Content (Text, Audio Script, & Video Script)	Is the content current and accurate?	<input type="checkbox"/>	<input type="checkbox"/>
	Is the content thorough, given the scope of the module/course objectives?	<input type="checkbox"/>	<input type="checkbox"/>
	Are examples accurate?	<input type="checkbox"/>	<input type="checkbox"/>
	Are references accurate?	<input type="checkbox"/>	<input type="checkbox"/>
Interactions (Exercises)	Are the alternative choices for students to select in the interactions feasible?	<input type="checkbox"/>	<input type="checkbox"/>
	Is the feedback provided to the students after they select an alternative accurate and does it explain why the alternative is correct or incorrect?	<input type="checkbox"/>	<input type="checkbox"/>
Graphics	Do the proposed graphics represent the content accurately?	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Item Review Checklist

Questions		Yes	No
Assessment Design & Construction	Are the level of difficulty and types of questions consistent with the learning objectives being measured?	<input type="checkbox"/>	<input type="checkbox"/>
	Do the assessment items measure the learning objectives and content in the module?	<input type="checkbox"/>	<input type="checkbox"/>
	Have subject-matter experts reviewed the assessment items?	<input type="checkbox"/>	<input type="checkbox"/>
	Has the assessment been tested with a group of students or others in a paper and pencil format?	<input type="checkbox"/>	<input type="checkbox"/>
	Are the instructions on how to take the assessment clear?	<input type="checkbox"/>	<input type="checkbox"/>
	Have assessment scores been compared with other performance measures (e.g., performance assessments, supervisor ratings, etc.) to determine if they match?	<input type="checkbox"/>	<input type="checkbox"/>



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General Assessment Items	Are assessment items worded as clearly as possible?	<input type="checkbox"/>	<input type="checkbox"/>
	Are clear and simple sentences used?	<input type="checkbox"/>	<input type="checkbox"/>
	Is all of the information needed to make a correct response presented during the training session?	<input type="checkbox"/>	<input type="checkbox"/>
	Are irrelevant clues to the correct response eliminated from the questions?	<input type="checkbox"/>	<input type="checkbox"/>
	Would all subject-matter experts select the same correct response?	<input type="checkbox"/>	<input type="checkbox"/>
	Does each item have only one correct answer?	<input type="checkbox"/>	<input type="checkbox"/>
Multiple-Choice Assessment Items	Is a direct question or an incomplete statement used as an item stem?	<input type="checkbox"/>	<input type="checkbox"/>
	Are negatively stated stems avoided (e.g., which of the following statements is not true.)?	<input type="checkbox"/>	<input type="checkbox"/>
	Are all possible responses (distracters) plausible and attractive to students?	<input type="checkbox"/>	<input type="checkbox"/>
	Are all the responses written as concisely as possible, and in equal length to the others?	<input type="checkbox"/>	<input type="checkbox"/>
	Has a pattern for correct responses been avoided?	<input type="checkbox"/>	<input type="checkbox"/>
	Are the responses arranged in logical order (e.g., in a logical number or time sequence)?	<input type="checkbox"/>	<input type="checkbox"/>

Course Review Checklist

Questions		Yes	No
Appearance	Is screen space used effectively in a pleasing and uncluttered format?	<input type="checkbox"/>	<input type="checkbox"/>
	Are graphics relevant to the text and audio associated with the	<input type="checkbox"/>	<input type="checkbox"/>



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	screen?		
	Is text positioned correctly (not right justified)?	<input type="checkbox"/>	<input type="checkbox"/>
	Is body text presented as standard upper and lower case (never all CAPS)?	<input type="checkbox"/>	<input type="checkbox"/>
	Is text easy to read against the background color?	<input type="checkbox"/>	<input type="checkbox"/>
	Do blank lines separate paragraphs?	<input type="checkbox"/>	<input type="checkbox"/>
	Are highlighting effects (color, bolding, sound) used effectively to draw attention to pertinent information without being distracting?	<input type="checkbox"/>	<input type="checkbox"/>
	Is animation used only to support the content?	<input type="checkbox"/>	<input type="checkbox"/>
	Is color used consistently throughout the module?	<input type="checkbox"/>	<input type="checkbox"/>
	Are titles consistent throughout the module?	<input type="checkbox"/>	<input type="checkbox"/>
	Are the screen format and placement of graphics consistent throughout the module?	<input type="checkbox"/>	<input type="checkbox"/>
Functionality	Do all buttons and interactions perform as expected?	<input type="checkbox"/>	<input type="checkbox"/>
	Are instructions on how to respond or proceed clear?	<input type="checkbox"/>	<input type="checkbox"/>
	Does audio and video operate smoothly?	<input type="checkbox"/>	<input type="checkbox"/>
	Are reply options available for all audio and video elements?	<input type="checkbox"/>	<input type="checkbox"/>
	Is a text version provided on the screen or as an optional popup window for all audio and video elements?	<input type="checkbox"/>	<input type="checkbox"/>
	Is the correct feedback provided for each selection?	<input type="checkbox"/>	<input type="checkbox"/>
Interactions and Assessments	Are interactions and assessments easy to complete without requiring unnecessary mouse clicks?	<input type="checkbox"/>	<input type="checkbox"/>



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	Are interactions stated clearly and function as described in the instructions?	<input type="checkbox"/>	<input type="checkbox"/>
	Does scoring function correctly and is feedback displayed?	<input type="checkbox"/>	<input type="checkbox"/>
	Is remediation provided for incorrect responses?	<input type="checkbox"/>	<input type="checkbox"/>
Technical Specifications	Does the prototype function on target platforms?	<input type="checkbox"/>	<input type="checkbox"/>

Fix List

Section	Page/ Screen	Problem Description/Fix Required	Fixed By	Status

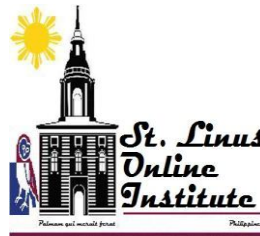
MEDIA AND TECHNOLOGY CONSIDERATIONS

This section provides a series of Yes/No questions for each of the following technologies:

FACE TO FACE CONSIDERATIONS			
1. Is live audio interaction between the presenter and participants necessary to achieve the module's learning objectives?	YES	NO	If NO, go to WBT Considerations
2. Is it necessary to have both live audio and visual interaction between the presenter and participants?	YES	NO	If NO, go to Audioconference Considerations.
3. Is there budget allocated to cover the costs associated with the travel required for presenters and participants to attend the training event?	YES	NO	If NO, go to IVT Considerations.
4. Is it possible for the presenter(s) to be at the same location at the same time for	YES	NO	



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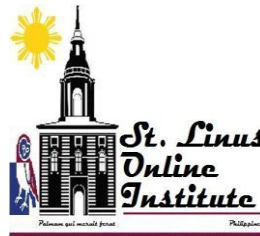


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the training event?			
5. Will the module be offered to a small number of participants?	YES	NO	
6. Are all of the participants at or near the same location?	YES	NO	
7. Does the module's content require the presenter to observe and certify the participants' ability to perform a specific action or task (e.g. firearms training)?	YES	NO	If NO, go to IVT Considerations.
8. Do the module's learning objectives require the participant to learn to use equipment or tools that are located in one region or at only one site?	YES	NO	If NO, go to IVT Considerations.
IVT CONSIDERATIONS			
1. Is live interaction between the presenter and participants necessary to achieve the module's learning objectives?	YES	NO	If NO, go to WBT Considerations.
2. Is it necessary to have live audio interaction between the presenter and participants to achieve the module's learning objectives?	YES	NO	
3. Is it necessary to have both live audio and visual interaction between the presenter and participants?	YES	NO	If NO, go to Web Conferencing Considerations.
4. Is it sufficient for participants to be able to see the presenter live without the presenter being able to see the participants?	YES	NO	If NO, go to VC Considerations.
5. Will the module be offered to a large number of participants?	YES	NO	If NO, go to VC Considerations.



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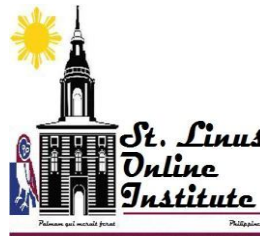


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6. Are the participants at many different locations?	YES	NO	
7. Is it sufficient to have participants interact live with each other through audio only or in small groups at local sites?	YES	NO	If NO, go to VC Considerations.
8. Are the module's learning objectives primarily cognitive (fact-based knowledge)?	YES	NO	If NO, go to VC Considerations.
9. Will the module's learning objectives be achieved through group, interactive instructional strategies such as Question and Answer sessions?	YES	NO	
10. Will instructional strategies such as demonstrating, modeling behaviors, and illustrating concepts enhance the module's content?	YES	NO	
11. Will the module materials include explanations with a high level of visualization?	YES	NO	If NO, go to VC Considerations.
12. Will the module materials include the use of any of the following media? <ul style="list-style-type: none"> • Videotape/animation • CD-ROM • Graphics of pictures, images, or concepts • PowerPoint or Presentations slides • Computer applications 	YES	NO	
13. Is it necessary to have live access to experts during the module delivery?	YES	NO	



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14. If experts are not at the local site, is it sufficient for the presenter and participants to interact live with them through audio only?	YES	NO	If NO, go to VC Considerations.
15. Is the content of the module time-sensitive or JIT (Just-In-Time) information?	YES	NO	
16. Is it desirable to videotape the delivery of the module for later viewing?	YES	NO	
VIDEO CONFERENCING CONSIDERATIONS			
1. Is live interaction between the presenter and participants necessary to achieve the module's learning objectives?	YES	NO	If NO, go to WBT Considerations.
2. Is it necessary to have live audio interaction between the presenter and participants to achieve the module's learning objectives? YES NO	YES	NO	If NO, go to WBT Considerations.
3. Is it necessary to have both live audio and visual interaction between the presenter and participants?	YES	NO	If NO, go to Web Conferencing Considerations.
4. Do participants have access to a VC system on site or within easy local travel distance?	YES	NO	If NO, go to Web Conferencing Considerations
5. Will the module be offered to a small number of sites?	YES	NO	
6. Will the module be offered to a limited number of participants?	YES	NO	
7. Is it necessary to have live access to experts during the module delivery?	YES	NO	



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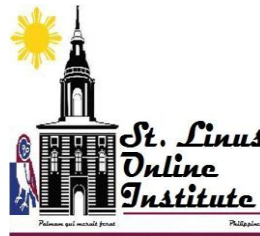


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8. Is it necessary to have live interaction-both visual and audio-with experts who may be at different locations?	YES	NO	
9. Is it necessary for participants to have extensive, live interaction-both visual and audio-with other participants not at their location?	YES	NO	
10. Will the module materials include any of the following media? <ul style="list-style-type: none"> • Graphics of pictures, images, or concepts • PowerPoint or Presentations slides • Whiteboard • Videotape • Audio • Internet/World Wide Web 	YES	NO	
11. Is the content of the module time-sensitive or JIT (Just-In-Time) information	YES	NO	
WEB CONFERENCING CONSIDERATIONS			
1. Is live interaction between the presenter and participants necessary to achieve the module's learning objectives?	YES	NO	If NO, go to WBT Considerations.
2. Do participants have access to Web conferencing software at their desktop or at a local site?	YES	NO	If NO, go to Audioconference Considerations.
3. Is it necessary to have live audio interaction between the presenter and participants to achieve the module's learning objectives?	YES	NO	



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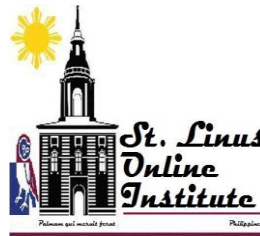


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4. Will the module be offered to a limited number of participants per session (less than 20)?	YES	NO
5. Is it necessary to have live access to experts during the module delivery?	YES	NO
6. Is it necessary to have live interaction with experts who may be at different locations?	YES	NO
7. Is it necessary for participants to have extensive, live interaction with other participants not at their location?	YES	NO
8. Is it necessary for participants to discuss the training content in breakout sessions?	YES	NO
9. Will the communication dialogue need to be captured and distributed?	YES	NO
10. Will the module materials include any of the following media? <ul style="list-style-type: none"> • Graphics of pictures, images, or concepts • PowerPoint or presentations slides • Whiteboard • Videotape • Audio • Internet/World Wide Web 	YES	NO
11. Will participants need to share software applications or collaborate on a shared document?	YES	NO
12. Will participants need to post ideas to a shared whiteboard?	YES	NO



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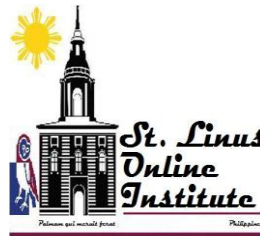


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13. Will it be helpful to poll or survey learners during instruction?	YES	NO	
14. Is the content of the module time-sensitive or JIT (Just-In-Time) information?	YES	NO	
15. Will it be necessary to add or modify content just before instruction or "on the fly"?	YES	NO	
WBT CONSIDERATIONS			
1. Can this module be delivered without live instructor facilitation?	YES	NO	
2. Can this module be delivered primarily as text with some supporting media such as flash animation, graphic images and minimal audio files?	YES	NO	If No, return to IVT Considerations
3. Will the module be offered to a large number of participants?	YES	NO	
4. Do the participants have access to the Internet or Intranet?	YES	NO	If NO, go to CBT Considerations
5. Would participants benefit from the opportunity to discuss and exchange information with the presenter and other participants?	YES	NO	If NO, go to CBT Considerations.
6. Is it necessary for course managers or administrators to capture administrative information and data from each participant, such as recording and reporting on participants' progress?	YES	NO	
7. Do participants require the flexibility to progress at their own pace, opt out of	YES	NO	



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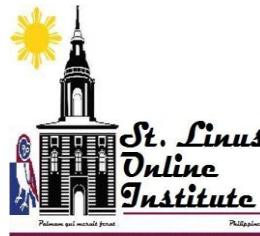


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material they are already familiar with, and revisit any material as a reference or job aid as they determine necessary?		
8. Does the content of the module need to be delivered uniformly and consistently?	YES	NO
9. Is the current module or training material primarily print-based?	YES	NO
10. Is it necessary to update and change the content of the module frequently?	YES	NO
11. Can the module's learning objectives be achieved primarily through independent study?	YES	NO
12. Is it sufficient for the presenter and the participants to primarily interact asynchronously?	YES	NO
13. Is it necessary for participants to have access to training material or module content prior to the delivery of other modules, such as a course syllabus, outline, or handouts?	YES	NO
14. Do participants require easy access to any of the material as a job aid or refresher?	YES	NO
15. Is it necessary to provide participants with on-line support resources and information in addition to the content of the module?	YES	NO
CBT CONSIDERATIONS		
1. Can this module be delivered without live instructor facilitation?	YES	NO



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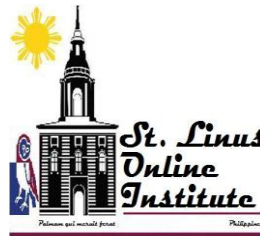


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2. Is the content of the module static, with a relatively long life span?	YES	NO	
3. Are the module's learning objectives performance-based?	YES	NO	
4. Can the module's learning objectives be achieved through independent study?	YES	NO	
5. Can the module's learning objectives be achieved through task repetition, mastery, and practice?	YES	NO	
6. Are participant responses required to be immediately evaluated and non-instructor feedback given for the participants to continue with the instruction?	YES	NO	
7. Do participants require the flexibility to progress at their own pace, opt out of material they are already familiar with?	YES	NO	
8. Do participants require easy access to any of the material as a job aid or refresher?	YES	NO	
9. Is it desirable to provide participants with resources and information in addition to training?	YES	NO	
AUDIOCONFERENCE CONSIDERATIONS			
1. Is live interaction between the presenter and participants necessary to achieve the module's learning objectives?	YES	NO	If No, return to WBT Considerations
2. Is it sufficient for the presenter and participants to interact through audio only?	YES	NO	If No, return to IVT Considerations



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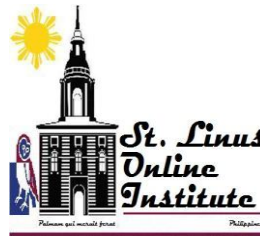


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3. Does the module delivery require short-lead time with low costs?	YES	NO	
4. Is it desirable to deliver the module using familiar technology?	YES	NO	
5. Is it necessary to have live access to experts through audio only during the module delivery?	YES	NO	
6. May module content include the clarification and/or elaboration of previously delivered module content?	YES	NO	
7. Is module content time-sensitive or JIT (Just-In-Time) information?	YES	NO	
8. Are the module materials print-based?	YES	NO	
9. Is it necessary to update and change the module materials?	YES	NO	
10. Is it desirable to record the delivery of the module for later listening?	YES	NO	
SELF-PACED / PRINT-BASED CONSIDERATIONS			
1. Is it sufficient for the participants to complete this module on their own without instructor direction?	YES	NO	If NO, go to IVT Considerations.
2. Is this module's content outside of required curriculum?	YES	NO	
3. Is it sufficient for participants to complete this module at their own pace?	YES	NO	
4. Is there a varied number of participants	YES	NO	



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at different locations who would benefit from taking this module?		
5. Is the content of the module highly personalized and not appropriate for group instruction?	YES	NO
6. Does the module need to be available where computer connectivity may not be present?	YES	NO
7. Is the content of the module suitable for a desk reference or job aide?	YES	NO
8. Will the module include materials that are primarily paper-based or in an electronic format that can be emailed, down-loaded and printed?	YES	NO
9. Will the module materials include any of the following support media?	YES	NO
<ul style="list-style-type: none"> • Videotape • Pre-recorded audio • Graphics of pictures, images, or concepts • Internet/World Wide Web 		

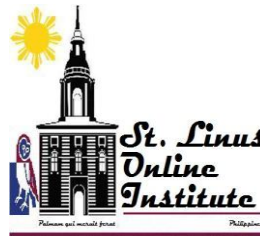
SUMMARY RESULTS

The Media and Technology Analysis Summary highlights decisions made in the tool and provide a framework for recommending technologies that are appropriate for delivering a specific course module. The section also warns against the temptation to select too many different delivery media and technology, which can lead to complexities in integrating multiple technologies, as well as a learning environment that is overwhelming and confusing to the learner.

Face-to-Face Summary Results	
Total YES answers to Face-to-Face Considerations	Recommendation
	A total of 5 or more YES answers to Face-to-Face considerations questions indicates that Face-to-Face is likely an appropriate delivery technology for the



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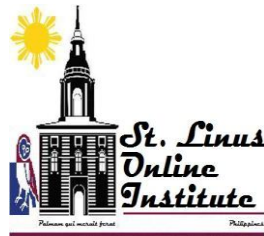


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	module considered.
IVT Summary Results	
Total YES answers to IVT Considerations	Recommendation
	A total of 10 or more YES answers to IVT considerations questions indicates that IVT is likely an appropriate delivery technology for the module considered.
VTC Summary Results	
Total YES answers to VTC Considerations	Recommendation
	A total of 8 or more YES answers to VTC considerations questions indicates that VTC is likely an appropriate delivery technology for the module considered.
Web Conferencing Summary Results	
Total YES answers to WC Considerations	Recommendation
	A total of 9 or more YES answers to WC considerations questions indicates that Web Conferencing is likely an appropriate delivery technology for the module considered.
WBT Summary Results	
Total YES answers to WBT Consideration	Recommendation
	A total of 7 or more YES answers to WBT considerations questions indicates that WBT is likely an appropriate delivery technology for the module considered.
CBT Summary Results	
Total YES answers to CBT Considerations	Recommendation
	A total of 6 or more YES answers to CBT considerations questions indicates that CBT is likely an appropriate delivery technology for the module considered.
Audioconference Summary Results	
Total YES answers to Audio conference Considerations	Recommendation
	A total of 5 or more YES answers to Audio conference considerations questions indicates that Audio conference is likely an appropriate delivery technology for the module considered.
Self-Paced Print-Based Summary Results	
Total YES answers to Self-Paced Print-Based Considerations	Recommendation
	A total of 4 or more YES answers to Self-Paced Print-Based Considerations questions indicate that Self-Paced Print-Based is likely an appropriate delivery technology for the module considered.



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