

CBT Standards/Consistency Guidelines

Purpose:

Variation is difficult for users and extra work for developers. With some standards, we create consistency in our CBTs and a guideline for developers.

CBT Page Standards

Title Page

Last Updated Date:

Shown on the title page of each module. Auto advance to the Navigation page.

Standard Title Page Audio:

“Welcome to ... {course title, module number and module title}

Example: Welcome to the DocGen General User course, Module One, Turning on Your Computer.”

Navigation Instructions Page

This is the 2nd page of the CBT, after the title page.

This page is only in the 1st module of the course.

Identify and explain the References Page button/link, if there is one.

Audio Narration Example: “Review the navigation instructions for this course.”

If the course does not include audio narration, indicate that with text and an icon on this page. (See screen print on p5)

References Page

List course references and links in a references section for the user to access at any time throughout the course.

Contact Information Page

This is the 3rd page of the CBT, after the Navigation instructions.

This page is only in the 1st module of the course.

The user should be able to access the contact information from any CBT slide.

Standard Audio Example: “If you have any issues with this course, please contact us. Use this link at any time throughout the course.”

Highlight the button/link in some way (box, arrow, etc.).

Purpose and Objective Page

Not standard, make it as interactive as possible.

Summary Page (Module/Course)

Every module must have a summary and transition the learner to next module.
The last module must have a course summary.
The summary can be a bulleted list or an interactive knowledge check.

Conclusion Page (Ending the CBT)

Storyline developers: Provide a “Return to Learning Center” button/link on every slide.
Captivate developers: Disable the playbar; Add Back and Exit buttons.

Evaluation Instructions: Include evaluation instructions at the end of the last module in the course.

Conclusion Page Exit Audio Examples:

- “This is the end of {Module Title}. Please exit to return to the Learning Center”
- “You have completed {Module Title}. In the next module, we will discuss... Please exit to return to the Learning Center.”
- “Congratulations, You have completed {Course Title}. Please complete the course evaluation upon Exit. Exiting also returns to the Learning Center.”

Learning Center Standards

Estimated Time to Complete:

Shown in Learning Center. Note the estimated time for each module when submitting course request forms. Modules, generally, should not exceed 30 minutes.

Module Titles:

All modules must have a title, not simply Module 1, Module 2, etc. These titles match the title page in that module of the CBT and the Header or whatever the design specifies.

PG/Workbooks/Related materials:

All need the Contact Information and the EEOC statement. Desk Aids do not need the Contact Information and the EEOC statement.

General CBT Guidelines

Narration:

Use narration throughout the course on every page or not at all.

There may be rare exceptions to this rule, such as in a demonstration or simulation. Indicate with text and an icon when a section, demonstration, or simulation does not have audio. (See screen print on p5)

Closed Captioning

- Provide the option for closed captioning to the user any time the audio narration text is not displayed on the slide.
- In Storyline CBTs, audio narration text is generally included in the Notes section.
- In Captivate CBTs, the navigation playbar has a closed captioning button to turn on this option.

Page Numbers

Captivate: As a rule, all courses have page numbers. In some cases this may not be possible (example: a course with branching). However, at beta test number it in some way for the reviewer, even if these numbers/identifiers are removed for final publishing.

Storyline: Page numbering doesn't really work very well, users use the menu for navigation and for the reviewer to identify pages.

Mixed Fonts/Serif vs. Sans Serif/Choosing Fonts

Generally, the rule is to be consistent with the use of fonts.

However, it is ok to mix fonts on a page when it is used for effect – do whatever looks good. Check both letters and numbers to see if they display well. Also, check to see whether the fonts display correctly in the HTML browser (Internet Explorer, Chrome, Edge) Remember, fonts must pass interface review.

“Press” vs. no “Press” in instructions, typically for simulations:

Written directions may contain “press enter”. Audio may not contain “press enter”.

Format for Script Specific Review and Narrator

This document contains ONLY the narration, not the full table or any other formatting. The developer copies only the script to a new document with no extraneous information. Name sound bites for developers ease of use.

Naming convention for slide audio: The developer provides the format with the script.

Child Support Specific Guidelines

KIDS stuff:

F Keys- We cannot recreate FKey functionality. Users click on the graphic of the specific key. Get the graphics from Bob or Lynda so we use the same ones in all courses. In Captivate, it is also set so the user cannot click the FKey until all other entries are completed.

Field entries/Tab/Enter – KIDS functionality hops to the next field when the field is full (e.g., “01” = 2 digits, the length of the field so it moves to the next). KIDS also allows the entry of “1” in this example, but then the user has to Tab. Anytime the field is not full, the user has to Tab. We cannot consistently recreate the Tab. Use <Enter> as a substitute. In Captivate, we can program it to move forward automatically with the maximum characters. Use either “1” or “01” as acceptable answers. If the users type “1” they have to <Enter> to move forward. If they type “01” the cursor advances to the next required field (skipping any field we are not having them enter). Another example: “Wage” is 4 characters like the field, “UC” is not. The user, both in KIDS and Captivate, must Tab if they enter “UC”, not if they enter “Wage”.

Dates – Users can enter dates in a variety of ways in KIDS. 010117, 01/01/17, 01/17/2017, and 01012017 are all acceptable. The field is 10 digits. In Captivate, provide acceptable options for what we think are the most common: 010117, 01/01/17, and 01012017. The user always has to <Enter> because we don’t think anyone will ever use the 10-digit entry to fill the field.

Warning message – We have a warning message following some agency comments about the difference between KIDS and CBT. This is a heads up so users know what’s coming. This message is shown below. If you want it, get the graphics from Lynda.

Other:

Playbar - Allow the Playbar in demonstrations and simulations.

Auto-Advance – This depends on the course and the developer. Typically we want users to have control, but there are those times when auto-advance is more appropriate.

KIDS Screen Color Codes:

Green Hex 6DD900 RGB 109, 217, 0

Blue Hex 00B2B2 RGB 0, 178, 178

Red Hex FF0000 RGB 255, 0, 0

White Hex FFFFFFFF RGB 255, 255, 255

Create Income Withholding

The [Income Withholding – Employment Maintenance Fact Sheet](#) provides specifics on entering and maintaining employment information in KIDS.

Blaine Smith told you he has started working at ABC Builders Incorporated.



Following is a simulation. Please follow on-screen instructions because navigation does not duplicate KIDS.



There is no sound in the simulation.

