

The target audience, as stated on the intro page, consists of graduate students in technical communication. Based on your suggestions, I rewrote the introduction to focus on skills enhancement rather than demographics. The lesson should be accessible to all learners in the target audience, and the examples are purposefully chosen from tech comm related topics. In my lesson, I tried to avoid jargon and define research specific terminology for the learners.

To break up the lesson, I chose to segment each learning unit into separate HTML documents. I'm not sure I would do this again, at least until the final order and page names are determined, since each change in file name or order results in a need to update several links. However, the trade off is (hopefully) holding the learner's attention since he or she must actively click through the lesson.

The overall design of the pages is simple due to my lack of experience writing code and using CSS. To aid in navigation, I added a floating table of contents in the upper right hand corner of each page. Additionally, there are forward and reverse navigation links at the bottom of each page. Unfamiliar terms appear in red with pop-up definitions. The site should be relatively easy to navigate for novice web users and not overly simplistic for advanced users.

In the quiz, I chose to create a research scenario that I thought would accurately reflect a real-life tech comm research experience. Since the purpose of this lesson is to teach practical research goal setting and realistic perspectives on obtaining resources for research projects, making the scenario real was a serious consideration for me. The quiz questions are structured so that the learner may apply the lessons learned to the scenarios. I would have liked to include more questions, but thought that four was sufficient to incorporate the most important elements without testing recall of some of the more minor details.